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ABSTRACT

The major objective of this instructional program on the People's Republic of China is to help elementary grade students develop an understanding and tolerance of cultural relativism. The development of intellectual, affective, and psychomotor skills through the utilization of subject matter is also an important objective of the program. The program, aimed primarily at grades 4-6, introduces similarities and differences existing between the United States and China. It focuses on the basic cultural components of economic structures, social/political organization, and religious systems. Instructional materials include individualized-activity learning packets, sample lessons for small and large group participation, and creative projects for enrichment. Stories, maps, illustrations, and tests for conceptual diagnosis are also included. The learning packets contain a pretest, word list, study of key ideas, thought questions, and a posttest. These packets include an introduction to social studies, river systems and land forms, art and architecture, and costume. Numerous and varied sample lessons allow the teacher flexibility in planning the program. (KC)

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SOMETHING ABOUT CHINA

EASTERN WASHINGTON STATE COLLEGE

By

Sonia Cowen
Dr. Bruce Mitchell
Mr. Lynn Triplett

1972

SO 009 887

FOREWARD

The instructional materials contained herein were developed at Eastern Washington State College in an attempt to deal with a rather crucial problem concerning not only this country but the entire globe. For too many years educational policies in the United States have dictated an approach which ignored nearly one-third of the world's population. Today the situation has reversed itself. The United States President and the United Nations have formally recognized the existence of the People's Republic of China. Now, it behooves educators at all grade levels to introduce students to China and its people.

This instructional program was organized primarily for students at the fourth to sixth grade levels. The vocabulary and concepts dealt with are within the grasp of most of these youngsters. Also, the individualized-activity learning packets are largely self-paced, allowing the students to progress at their own rate of speed. This makes it possible for the teacher to spend much of his time working with students on an individual basis.

The planning format was developed around a model created in Conceptual Planning with Behavioral Objectives.[1] This is a scheme which divides the plan into two basic elements. The long range plan consists of identification of the Purposes, identification of the major Concepts to be dealt with, and creation of the Behavioral Objectives which shall be used to test the attainment of the concepts taught. The daily plans are designed to promote the attainment of the prescribed behavioral objectives. They include the following basic elements: (1) Daily Objectives; (2) Activity or activities (a brief description); (3) Timing and Organization; (4) Materials needed; and (5) Evaluation. A long-range plan dealing with developing an understanding and tolerance of cultural relativism in relation to China as well as developing intellectual, affective, and psychomotor skills utilizing the input on China, serves as the key for the materials.

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[1] Mitchell, Bruce; Stueckle, Arnold; and Wilkens, Robert, Conceptual Planning with Behavioral Objectives. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1971.

The learning packets are organized as follows:

1. Pre-Test which provides the teacher and the student with the input which allows the decision to be made as to whether or not the packet needs to be completed.
2. Word List which helps the student familiarize himself with new terms.
3. Study of Key Ideas which enables the student to study the key concepts introduced by the packet materials.
4. Thought Questions which enables the student to study the key ideas.
5. Post-Test which evaluates the student's attainment of the behavioral objectives.
6. Creative Projects which provide the opportunity for enrichment activities.

In addition to the learning activity packets, there are a number of other sample lessons which are designed primarily for small or large group participation. These are quite varied in nature and will allow the teacher to decide which would be most appropriate for a particular group.

Purposely, many more sample plans and suggested activities are included in the packet than the average teacher will be able to use. However, this allows the teacher a great deal of latitude and flexibility in planning such a program. The stories were written to illustrate crucial principles which will be brought out in the activities. Individual lessons were planned for seventy-five minutes. This time can be shortened or augmented according to the needs of the particular group of students.

The materials have been developed by Miss Sonia Cowen, a truly outstanding student. Organizational format, rewrite suggestions, and an occasional story or two have been cheerfully provided by Professors Bruce Mitchell and Lynn Triplett. Dr. Mitchell is an Associate Professor of Education, while Mr. Triplett is an Assistant Professor of Asian History.

CONTENT SUMMARY AND INPUT MATERIALS

I. LONG RANGE GOALS

A. To develop an understanding and tolerance of cultural relativism in relation to the People's Republic of China by introducing similarities and differences existing between the cultures of the United States and China, emphasizing four basic cultural components: economic structures, social organization, religious systems, and political organization.

B. To develop intellectual, affective, and psychomotor skills, utilizing knowledge of the Chinese Civilization by way of the individual activities learning packets and the modified Taba processes.

II. LEARNING CONCEPTS: The learning concepts, in achieving the long range goals, will emphasize the structural and functional aspects of the Chinese Civilization as a unique yet adoptive unit in the development of mankind, concentrating on the aforementioned basic cultural experiences of Pre-modern China (Pre-Han and Imperial China) and Modern China (Revolutionary, Nationalistic, and Communist China) achieved through individual activities learning packets and modified Taba tasks introduced and attained in daily lessons.

A. Each culture is unique or differentiated from all other cultures.

1. Physical features (land forms, geographical location, environmental limitations, etc.) of China have influenced the growth of the Chinese Culture, as have the physical features of the United States influenced the culture of the United States.
    a. Maps involve terminology related to the distinction of of the following physical features: boundaries/boundary lines: map legend (map explanation key); scale of miles: cities, towns, and villages; directional sign; rivers, lakes, oceans, and other bodies of water; land forms such as deserts, mountains, plateaus, plains, etc.
    b. Land formations determine greatly the potential of subsistence activities: agricultural and/or industrial growth
    c. Climate is determined by location, physical barriers and land formations, influencing life styles
    d. Population growth is influenced by physical features of the environment and cultural ecology through adaptation
2. Agrarian versus industrial growth in the development of cultural traits, needs, and survival
3. Hypothesis relating to Sapir-Whorf and ethnocentrism will be introduced as a means of showing the successful evolution of each culture as related to its needs

II. B. Each culture is not an isolated unit, but a product of both assimilation and indigenous cultural functions and societal needs

1. Many aspects of culture in the United States parallel those of the People's Republic of China. In allowing the students to view slides of both cultures (land, architecture, subsistence activities, technology used in industry, etc.) the concept of cultural assimilation and/or diffusion will expose close similarities existing between cultures, as well as distinguish the differences
2. Material culture will be viewed in regards to functional aspects in the growth of the Chinese Civilization
3. Economic structures, social organization, religous systems, and political organizational structures of Pre-Modern China, Modern China, and the United States will be compared in light of development in relation to cultural needs

C. Each culture evolves as a means of providing a functional political, religious, economic, and social organization for that society.

1. Political System
    a. Pre-Modern China (Dynasties: Shang, Chou, Ch'in, Han, Sui, T'ang, Sung, Non-Chinese, Ming, Ch'ing)
        1. Confucian/Gentry State
            a. Exam system
            b. Economic, religious, political, and social development under this ear of influence
        2. Warlords
        3. Instability of political developments
    b. Modern China

        1. Republican China
            a. Peasants versus Gentry/Ruling classes
            b. Economic, social, religious structures developed in relationship to the political system
            c. Revolutionary stages of development in political dysfunction
            d. How represent the majority/minority of the populous--the voice of discontentment
            e. Seat of government manned by what classes
        2. Nationalist China
            a. Peasants versus Gentry/Ruling classes
            b. Economic, social, religious structures developed in relationship to the political system
            c. Revolutionary stages of development in political dysfunction
            d. How leaders emerged in voicing discontentment and representation of the majority/minority of the populous
            e. Seat of government manned by what classes

II. C.
        3. Communist China
            a. Peasants versus Gentry/Ruling classes
            b. Economic, social, religious structures developed in relationship to the political system
            c. Revolutionary stages of development in political dysfunction
            d. Emergence of leaders in voicing the discontentment and representation of the majority/minority of the populous
            e. Seat of government manned by what class
    2. Intellectual and Religious Systems
        a. Pre-Modern China
            1. Nationalism versus culturalism
                a. Humility versus pride
                b. Tradition versus modernization
            2. Taoism
                a. Philosophical Utopia
                b. Man in relation to nature
                c. Man in relation to himself
                d. Man in relationship to social, economic, and political movements as dealt with through the Taoism philosophy
            3. Buddhism
                a. Philosophical Utopia
                b. Man in relation to nature
                c. Man in relation to himself
                d. Man in relationship to social, economic, and political movements as dictated by the Buddhism philosophy
            4. Confucianism
                a. Philosphical Utopia
                b. Man in relation to nature
                c. Man in relation to himself
                d. Man in relationship to social, economic, and political movements as dictated by the Confucian philosophy
                    1. Five Relationships doctrines
                    2. Transition from tradition to modernization
        b. Modern China
            1. Marxism
                a. Theology
                b. Man in relation to nature
                c. Man in relation to himself
                d. Man in relation to the "system of establishment"
                e. Man in the relationship of social, economic, and political movements as dictated by the Marxism theology and doctrines
            2. Leninism
                a. Theology
                b. Man in relation to nature
                c. Man in relation to himself
                d. Man in relation to the "system of establishment"
                e. Man in the relationship of social, economic, and political movements as dictated by the Leninism theology and doctrines

- II. C. 3. Economic Bases
  - a. Pre-Modern China
    - 1. Agrarian Economy
      - a. Role and status of the peasant
        - 1. Peasant in relationship to central government
        - 2. Peasant in relationship to gentry/ruling classes
        - 3. Social stratification
        - 4. Subordinate-superior relationship emphasized by the Confucian doctrines of the Five Relationships
        - 5. Relationships in regards to the political, social, and religious movements as dictated by the economic structure
      - b. Role and status of the gentry/ruling classes
        - 1. Role and status of the landlord
          - a. Relationship existing between peasant and central government
          - b. Subordinate-superior relationship emphasized by the Confucian doctrines of the Five Relationships
          - c. Social stratification mobility
          - d. Relationship of political, social, and religious movements as dictated by the economic structure
        - 2. Role and status of the scholar
          - a. Relationship to central government
          - b. Subordinate-superior relationship emphasized by the Confucian doctrines of the Five Relationships
          - c. Social stratification mobility by means of exam system, mastering philosophical doctrines
          - d. Relationship of political, social, and religious movements as dictated by the economic structure
        - 3. Role of the gentry class in terms of definitions and functions
        - 4. Role of the emperor--monarch rule as superior in subordinate-superior relationship emphasized by the Confucian doctrines of the Five Relationships and the emperor's position in the expansion campaigns and administrative control of economical bases
    - 2. World trade
    - 3. World view
  - b. Modern China
    - 1. Agrarian Economy
      - a. Role and status of the peasant
      - b. Role and status of the Chinese Communist Party members and leaders
      - c. Relationship to social, political, and religious movements
      - d. Development of raw materials (resources) and technological potential (machinery, farming equipment, hydroelectrical power, etc.)

- II. C. 3. Economic Bases
  - e. Implementation of farm policies
  - f. Relationship between land, resources, and the growth of population complexes/cities
  - g. Complexity of technology
  - h. World trade
  - i. World view
  - 2. Stabilization and transition period from agrarian economy to industrial economy
  - 3. Industrial Economy
    - a. Role and status of the farmer/laborer
    - b. Role and status of the industrial laborer
    - c. Role and status of the Chinese Communist Party members and leaders
    - d. Role of females and males in the division of labor
    - e. Relationship to political, social, and religious movements
    - f. Development of raw materials (resources) and technological advancement (machinery, new industrial growth, hydroelectricity, etc.)
    - g. Planned industrialization under the Communist China administration
      - 1. Political control and programming
      - 2. Model for economical advancement taken from Soviet Russia's developments
        - a. Five Year Plan
        - b. Promotion of heavy industrial development
        - c. Agriculture as the source of industrial development capital
          - 1. Communes established and managed by the government
          - 2. Authority delegated to provincial levels of government
  - 4. Disruption of economy and reversal of economical priorities
- 4. Social Organization
  - a. Pre-Modern China
    - 1. Class stratification and structure of mobility
      - a. Peasant role
      - b. Gentry role
      - c. Emperor role
      - d. Subordinate-superior relationships as emphasized by the Confucian doctrines of the Five Relationships
      - e. Mobility of social stratification between classes
      - f. Strife within and outside of the classes
    - 2. Relationship to political, religious, and economic conditions
    - 3. Kinship patterns
  - b. Modern China
    - 1. Class stratification and structure of mobility
      - a. Peasant role
      - b. Gentry role: extinction of gentry class/rise of peasant
      - c. Government role
      - d. Worker/laborer role

II. C. 4. Social Organization
- 2. Relationship to political, religious, and economic conditions
- 3. Kinship patterns
- 4. How Marxism changed social organization (Confucian principles of subordinate-superior relationships gave way to Communistic doctrines)
  - a. Man to man
  - b. Parent to child
  - c. Man to government
- 5. Social change supports the present government

D. Introduce the student to the importance of avoiding the enthnocentric view of cultures. Encourage the student to surpass valuative and/or normative judgments when studying China's political, religious, economic, and social development. In comparing the Chinese Civilization to the United States Culture, provide the student with the opportunity to idenrify similarities and differences existing between the cultures, emphasizing the significance of similar social functions rather than structural differences. Emphasize the fact that the Chinese Civilization has evolved through an interaction of tradition and modernization by means of adapting to new political, religious, economic, and social environments as a society devising solutions for the utilization of its available resources just as any society would do.

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LEARN ABOUT MAN'S BASIC NEEDS--
LEARN ABOUT YOUR BASIC NEEDS

LEARNING PACKET NUMBER ONE

STUDENT'S NAME:________________________.

NOTE TO THE TEACHER

This packet is designed to help the student identify the basic needs of Man and the basic needs of himself. This packet will help the student better understand the behavior of Man and the behavior of himself.

The long range plan of this packet involves the need to involve the student in a tolerance for cultural relativism. Utilizing this packet along with class activities, class discussion, individual research, and future individual learning packets, will aid the student in discovering this tolerance.

Allow the student to proceed through the packets in consecutive order, and at his own pace. Encourage him to re-read the material and re-take the Post-Test if his scoring necessitates. If the student is able to pass the Pre-Test, allow him to advance to the next packet without having to work this packet.

WHAT IS IN MY LEARNING PACKET?

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WHY I SHOULD USE THIS LEARNING PACKET

The purpose of this learning packet is to help you learn about Man and his basic needs. In order to discover Man's universal and personal needs, as well as your own needs, you will need to follow the instructions listed on each page very carefully. You will be allowed to learn as fast or as slow as you wish.

The concepts you will discover and learn in this packet will help you in learning and discovering the concepts introduced in your next learning packet--You In Your World (Packet Two).

NOW, TURN TO THE NEXT PAGE AND READ: WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts? TURN TO THE NEXT PAGE AND READ:

WHAT WILL I LEARN IN THIS PACKET?

WHAT WILL I LEARN IN THIS PACKET?

I. You will learn about Man.

  A. You will learn that Man has basic needs.

  B. You will learn that all men have basic needs.

  C. You will learn that all men have universal needs.

  D. You will learn that all men have personal needs.

  E. You will learn what basic needs Man has.

    1. You will learn what physical needs Man has.

    2. You will learn what universal physical needs Man has.

    3. You will learn what personal physical needs Man has.

    4. You will learn what social needs Man has.

    5. You will learn what universal social needs Man has.

    6. You will learn what personal social needs Man has.

    7. You will learn what spiritual needs Man has.

    8. You will learn what universal spiritual needs Man has.

    9. You will learn what personal spiritual needs Man has.

II. You will learn about You.

  A. You will learn that You have basic needs.

  B. You will learn that You have universal needs.

  C. You will learn that You have personal needs.

  D. You will learn that You have basic needs that You can define.

    1. You will learn what physical needs You have.

    2. You will learn what universal physical needs You have.

3. You will learn what personal physical needs You have.
4. You will learn what universal social needs You have.
5. You will learn what persoanl social needs You have.
6. You will learn what universal spiritual needs You have.
7. You will learn what personal spiritual needs You have.

III. You will learn that you are a person with both universal and personal basic needs.

READY TO LEARN ABOUT MAN? READY TO LEARN ABOUT YOU?

TURN TO THE NEXT PAGE AND READ: HOW WILL I SHOW I HAVE LEARNED?

HOW WILL I SHOW I HAVE LEARNED?

This packet contains:

(1) a Pre-Test:	This is provided as a means of helping you and your teacher determine whether you need to complete this packet.
(2) a Word List:	This is provided as a means of helping you familiarize yourself with new terms. It will help introduce you to terms you may wish to use during class discussions.
(3) a Study of Key Ideas:	This is provided as a means of enabling you to learn the concepts related in this packet.
(4) Thought Questions:	These questions will appear throughout the packet as a means of helping you discover key ideas by applying the knowledge you are learning.
(5) Post-Test:	This is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet.
(6) Creative Projects:	To help you remember what you have discovered and learned, these projects will reinforce the learning of basic terms and key ideas.

In order to show what you have learned, you will need to (1) explain, (2) list, (3) demonstrate, (4) prove, and (5) evaluate what you have learned from using this packet. You will be given a pre-test to determine if you need to complete this packet. If you are unable to demonstrate your understanding of the concepts tested in the pre-test, you will need to complete the packet by progressing through the

(1) Word Lists

(2) Study of Key Ideas

(3) Thought Questions

(4) and the Post-Test.

Later, you will be able to further study the key ideas introduced in this packet by doing projects.

You will need to pass the Post-Test in order to proceed to Packet Two.

TURN TO THE NEXT PAGE AND BEGIN THE PRE-TEST.

WHAT SHOULD I DO IF I ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

As a means of helping you and your teacher determine whether you need to complete this packet, proceed to take the Pre-Test provided below:

PRE-TEST: LEARN ABOUT MAN'S BASIC NEEDS--
LEARN ABOUT YOUR BASIC NEEDS

1. Write a short definition of the following terms:

Needs: ______________________________
____

Basic Needs: ______________________________
____

Universal Needs: ______________________________
____

Personal Needs: ______________________________
____

Physical Needs: ______________________________
____

Social Needs: ______________________________
____

Spiritual Needs: ______________________________
____

2. Write answers to the following questions:

A. What are Man's basic needs?

B. What basic needs do all men have?

C. What universal needs does Man have?

D. What personal needs does Man have?

E. What physical needs does Man have?

2. (Continued: Write answers to the following questions):

F. What social needs does Man have?

G. What universal physical needs does Man have?

H. What personal physical needs does Man have?

I. What universal social needs does Man have?

J. What personal social needs does Man have?

2. (Continued: Write answers to the following questions):

K. What universal spiritual needs does Man have?

L. What personal spiritual needs does Man have?

M. What basic needs do You have?

N. What universal needs do You have?

O. What personal needs do You have?

P. What physical needs do You have?

2. (Continued: Write answers to the following questions):

Q. What universal physical needs do You have?

R. What personal physical needs do You have?

S. What universal social needs do You have?

T. What personal social needs do You have?

U. What universal spiritual needs do You have?

V. What personal spiritual needs do You have?

W. In what ways are you a person with both universal and personal basic needs?

FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to next packet. ______

Item two: You are ready to start working in this packet. ______.
Turn the page and begin.

WHAT SHOULD I DO IF I DON'T ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

You will need to work with the (1) Word List

(2) Study of Key Ideas

(3) Thought Questions

(4) Post-Test

(5) Creative Projects

Ready to begin? First, you will need to familiarize yourself with new terms. The Word List on the next page will help you learn these terms.

Turn to the next page.

WORD LIST

Needs:	Those things which are desirable, useful, and essential to life.
Basic Needs:	Those physical, social, spiritual properties or qualities which are essential to life in order for human beings to live.
Universal Needs:	Those physical, social, and spiritual basic needs shared by all men in order to live.
Personal Needs:	Those physical, social, and spiritual basic needs characterized by the desires of the individual.
Physical Needs:	Those universal and personal needs of humans associated with survival. These needs are related to material possessions or natural laws essential to satisfying the needs of the body.
Social Needs:	Those universal and personal needs of humans associated with companionship with other humans. These needs are related to the individual interactions of humans in groups.
Spiritual Needs:	Those universal and personal needs of humans associated with emotions, security, or religious and sacred matters. Many times these needs are listed under "social needs."

IF YOU HAVE DIFFICULTY WITH OTHER TERMS INTRODUCED IN THIS PACKET, USE THE DICTIONARIES MADE AVAILABLE IN YOUR RESOURCE CENTER. IF YOU ARE STILL CONFUSED, ASK YOUR CLASSMATES OR YOUR TEACHER FOR HELP.

TURN TO THE NEXT PAGE AND START YOUR STUDY OF THE KEY IDEAS.

KEY IDEAS

Learning About Man:

What is Man? What does Man need in order to live?

Let us imagine Man in a room by himself. This room has nothing in it. What would Man need in that room in order to live?

Man could not survive for a long period of time if he could not fulfill his basic needs.

What are basic needs? Basic needs are those essentials in life which enable Man to live from minute to minute, from hour to hour, from day to day, and so on. Basic needs must to be fulfilled if Man is to survive. Basic needs consist of (1) Physical needs, (2) Social needs, and (3) Spiritual needs.

Let's pretend the Man we have in the empty room has nothing to satisfy his basic needs. What can we provide in order to help him survive?

First, Man needs to satisfy his physical needs. These include material possessions and natural laws essential in satisfying the needs of his body. Does Man need air in order to survive? Yes, Man needs air to breathe in order to survive. What would happen to Man if he did not have air to breathe? He would die. Air, then, is a natural law essential in satisfying Man's physical basic need to breathe.

Does Man need water in order to survive? Yes, Man needs water to drink in order to survive. What would happen to Man if he did not have water to drink? Pretending he does not have any other liquids available to him, Man would die without water to drink. Water, then, is a basic physical need of Man. In what ways might water not be a basic physical need of Man? Does Man need to wash himself in order to survive? Would Man die if he did not wash himself or his clothes? It is doubtful that being dirty would cause Man to die. Is water, then, when it is used in washing Man or clothes a basic physical need? No, when water is used for washing Man's body or his clothes it is not considered a basic physical need. However, water used to wash an open wound is a basic physical need if it washes out the wound and helps stop infection. When water is used for drinking or health and sanitary reasons it becomes a basic physical need of Man.

So far, we have listed air and water as elements needed in satisfying Man's basic physical needs. Can you think of any other physical needs? If Man only had air and water would he be able to survive for a long period of time? What other basic physical needs must be met in order for Man to survive? Do you think Man could live without food? Food is a basic physical factor in Man's survival. It is needed by Man's body to enable Man to function successfully. Man could not live for a very long period of time without food. Food, then, is a basic physical need of Man.

What other basic physical needs must Man meet in order to survive? Could Man survive without sleep or rest? Sleep and rest help Man combat fatigue. It is doubtful that Man could survive long without sleep or rest. Therefore, sleep or rest are considered basic physical needs of Man.

Could Man survive if he could not move? How would he get his water and his food if he could not move? What parts of Man's body enable Man to move? An essential part of Man's body is his muscle system. Muscles enable Man to move, to breathe, to drink, to eat, to sleep, and to lift, walk, run, build, and so on. It is important that these muscles be toned in order that Man may utilize them. How does Man tone his muscles? Does he need to exercise his muscles in order to tone them? Is exercise, then, a basic physical need of Man? Yes, exercise is associated with satisfying the needs of Man's body; therefore, exercise is a basic physical **need.**

What other basic physical need must be met in order that Man may survive? Could Man survive long if his body was constantly exposed to the cold and heat of the weather? Would Man survive long if he could not shelter himself from the elements of his environment? How can Man protect himself from the hardships of weather? If Man is living in a very cold climate, does he need clothes to keep him warm? Are clothes, then, material physical needs basic to Man's survival? If Man could not survive without clothes, they would be basic physical needs. What happens if we place Man in a very warm climate? Does he need clothes to keep him warm? If Man can survive without clothes, they are not basic physical needs. Does Man need shelter in order to survive? Would Man live long without shelter? It is doubtful that Man could live long without shelter. However, shelter has many definitions. A cave is a shelter. A tree is a shelter. A house is a shelter. Can you think of other types of shelters? If Man lives in a warm climate, could he survive in a cave? Could he survive in a tree? Could he surive in a house? In a warm climate any one of these shelters would enable Man to satisfy his basic physical need for shelter. What happens if Man lives in a cold climate in a cave?

Would a cave be warm enough to enable Man to survive in a cold climate? If not, what would Man need in order to insure his survival? He might need very warm clothes. Would clothes then be a basic physical need? If they enable Man to survive, they would be considered a basic physical need. If Man had a very warm cave in this cold climate, would clothes be essential to his survival? What happens when Man needs to leave his warm cave to hunt for food in this cold climate? Would clothes be essential to his survival? For Man to survive in a cold climate he would need a warm shelter, or warm clothes, or fire. If Man lived in a cold climate without a warm shelter, or warm clothes, would fire enable him to survive? If so, then fire would be considered a basic physical need. If Man lived in a cold climate in a house, his shelter might enable him to survive without clothes or shelter. What happens if **Man** needs to leave his shelter his warm house to get food in this cold climate? Clothes, again, would be considered an essential to his survival. Would Man need more than a shelter if he lived in a warm climate? If Man could survive without clothes or fire, then his shelter would serve as his basic physical need in protecting him from the hardships of weather.

Let's pretend the Man we have in the empty room has nothing to satisfy his basic needs. Let's pretend the Man has no extreme climate to prevent his survival. He still needs shelter, which is already provided by the walls of the room. What other basic physical needs must be met in order to help him survive? Can you list them?

(1) ______________________; (2) ___________________; (3) ____________;

(4) ________________; (5) _________ or _________; and (6) shelter____.

You have just learned that Man cannot survive for long periods of time without fulfilling needs essential to his survival. These needs were essential to satisfying the needs of his body. What did we call these needs? These needs were called Man's basic PHYSICAL NEEDS.

What is another basic need of Man? Man cannot provide himself with his basic physical needs when he is first born. How does Man meet his physical needs at birth? Man is dependent upon others for his needs. This dependence at birth and throughout his life means Man must interact with other humans. This interaction enables Man to meet the second of his basic needs--SOCIAL NEEDS.

What are social needs? How do social needs differ from physical needs? Social needs are those needs which must be met in order for Man to be happy in his life. Physical needs enable Man to survive through meeting the basic needs of his body. Social needs enable Man to survive through meeting the basic needs of his dependence upon others--social needs enable Man to survive through meeting the basic needs of his mind.

When Man is born, he has a family. This family first makes sure Man has his basic physical needs met. Then, the family supplies Man with social needs such as love, help, fun, and friendship. A Man's family supplies his first social needs--someone to love him, and someone he can love. As a social being, Man needs to believe he is loved, and he needs to be able to show his love to others. Man's first receiving and giving of this love may stem from his family. Later in his life, Man may receive and give this love to others outside of his family--such as friends, Man's social needs include helping each other meet their basic needs--physical, social, and spiritual. Man interacts with others. It is through this interaction that he develops friendship with his companions. He becomes involved in the welfare of other humans. Man develops cooperative and interdependent relationships with members of his family, his neighborhood, his city, his county, his state, his country, his world. With each interaction, Man is satisfying his basic social needs. These basic social needs include the need to love and be loved. It is through the development of this love that Man is willing to help others, to have fun with others, to reach his goals, to learn about the world.

Helping others satisfies a basic social need of Man. Man is happy when he thinks and knows he is helpful and wanted. When Man feels he is needed, he can feel loved and give love.

Having fun makes Man happy. Happiness is a basic social need of Man. Having good times with other people strengthens Man's ties with others. Many times this interaction develops into a strong friendship.

What is a friend? What do you think a friend is? Why do you have friends? Do all people need friends? How do you make friends with someone? What do friends do? Are members of your family your friends? Why or why not?

A friend can be defined in many ways. A social contact with others who care about Man and meet his basic social needs are friends.

Goals are also basic social needs of Man. Goals give purpose to Man's life. By working with others, through cooperation with others, Man's goals are attained. Do goals ever change? If Man cannot find purpose in his goal, he often changes his goals. Why might it be wise to change goals? Man must feel that he can achieve his goals. Why might this be true?

Man has another basic social need--he needs to feel he can do something well. Why do you suppose this is so important?

Man is a curious being. Another of his basic social needs is the need to discover, think, and learn. How does man learn? Man learns from others. This learning process is a social process. Can you why Man has basic social needs that must be met in order for him to survive? When Man is born, how does he learn that he must eat, drink, exercise, sleep, and breathe? These needs may be naturally taught; but how does Man learn to talk, sing, dance, and live with others? This learning process is met through interaction with others.

We have learned that Man has both basic PHYSICAL NEEDS and basic SOCIAL NEEDS which must be met, enabling Man to survive. Let's review these PHYSICAL and SOCIAL NEEDS basic to Man.

What are Man's basic PHYSICAL NEEDS? Body needs. (Fill-in blanks).

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________
(6) ____________________

What are Man's basic SOCIAL NEEDS? Happiness.

(1) Families
(2) Love
(3) Friends
(4) Helping Others--Feeling Needed
(5) Goals
(6) Feeling of Achievement
(7) Satisfying Curiosity

You have just learned and reviewed two categories of Man's basic needs. Can you think of the third category? Man's third basic set of needs are SPIRITUAL NEEDS.

Spiritual needs provide Man with security in emotional, religious and other sacred matters. Many times spiritual needs are listed with social needs because they do not apply directly to the needs of the body as a means of survival. Spiritual needs help Man attain happiness, a social need. Spiritual needs provide Man with Faith. Faith may be the need to believe in yourself, your family, your friends, your government, the people of your world, or in a form of religious activity. Faith may be the belief in a Supreme Being or Creator. Can you think of Faith as a basic need separate from Man's basic social needs?

Basic physical needs such as air, water, food, sleep, exercise, and shelter are needed by all human beings. When needs are basic to all human beings we call these basic needs UNIVERSAL Needs. Universal basic needs include (1) physical needs, (2) social needs, and (3) spiritual needs.

What might UNIVERSAL BASIC PHYSICAL NEEDS include? All human beings need air, water, food, sleep, exercise, and shelter. When these needs are basic physical needs of all human beings we call these Universal basic physical needs. Clothing is not needed by all human beings; therefore, clothing is not a basic physical need Universal to all human beings.

What basic physical needs are universal needs of Man? (Fill-in the blanks). (1) ____________________ (2) ______________________

(3) ____________________

(4) ____________________

(5) ____________________

(6) ____________________

Basic social needs such as families, love, companionship (friends), feeling of worth (helping others and feeling needed), goals, feeling of achievement, and satisfying curiousity are needed by all human beings. When needs are basic to all human beings we call these needs UNIVERSAL Needs. Universal basic needs include (1) physical needs, (2) social needs, and (3) spiritual needs.

What might UNIVERSAL BASIC SOCIAL NEEDS include? All human beings need families, love, companionship, feeling of worth, goals, feeling of achievement, and satisfaction of curiosity. Money is not needed by all human beings; therefore, money is not a basic social need Universal to all human beings.

What basic social needs are universal needs of Man? (Fill-in the blanks).

(1) ____________________

(2) ____________________

(3) ____________________

(4) ____________________

(5) ____________________

(6) ____________________

(7) ____________________.

Basic spiritual needs such as Faith in yourself, your family, your friends, your government, your world, and a Supreme Being or Creator are needed by Man. Not everyone has faith in themselves, their family, their friends, their government, their world, or a Supreme Being or Creator. Therefore, not all spiritual needs are Universal to all human beings. However, a UNIVERSAL BASIC SPIRITUAL NEED is Faith in at least one or more of the above listed needs.

Give a definition of UNIVERSAL BASIC SPIRITUAL NEEDS: Faith______.

Let's pretend we still have Man in an empty room without any of his basic needs. List below the basic UNIVERSAL Needs he must have in order that he may survive.

Basic Universal Physical Needs:

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________
(6) ____________________

Basic Universal Social Needs:

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________
(6) ____________________
(7) ____________________

Basic Universal Spiritual Needs: (One or more)

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________
(6) ____________________
(7) ____________________
(8) ____________________

All human beings have Universal needs to fulfill in order to survive. All human beings also have Personal needs characteristic of their individual environments, desires, and discoveries. When Man needs clothing, this is a personal need not universal to all human beings. When Man needs a car, this is a personal need not universal to all human beings. When Man needs to write poetry, this is a personal need not universal to all human beings. When Man needs to believe in Buddha, this is a personal need not universal to all human beings. When Man needs physical, social, and spiritual fulfillment not needed by all human beings the need is not universal. We call this type of need a PERSONAL NEED. A Personal Need contains: (1) individual Physical needs, (2) individual Social needs, and (3) individual Spiritual needs. Can you think of any other Personal Needs that Man may have? If so, write them below:

____

____

____

____

____

____

____

TURN TO THE NEXT PAGE AND ANSWER THE QUESTIONS INTRODUCED IN THOUGHT QUESTIONS.

THOUGHT QUESTIONS

Learning About You:

You have already learned about Man and his basic needs. Apply this knowledge in answering the following questions in order to discover things about You and your basic needs.

1. What basic needs do You have?

2. What universal needs do You have?

3. What are your basic universal physical needs?

4. How do you fulfill your basic universal physical needs?

5. Why is it necessary that you fulfill your basic universal physical needs?

6. What are your basic universal social needs?

7. How do you fulfill your basic universal social needs?

8. Why is it necessary that you fulfill your basic universal social needs?

9. What are your basic universal spiritual needs?

10. How do you fulfill your basic universal spiritual needs?

11. Why is it necessary that you fulfill your basic universal spiritual needs?

12. What personal needs do You have?

13. What personal physical needs do You have?

14. How do you fulfill your personal physical needs?

15. Why is it necessary that you fulfill your personal physical needs?

16. What personal social needs do You have?

17. How do you fulfill your personal social needs?

18. Why is it necessary that you fulfill your personal social needs?

19. What personal spiritual needs do You have?

20. How do you fulfill your personal spiritual needs?

21. Why is it necessary that you fulfill your personal spiritual needs?

WHEN DO I KNOW I KNOW THE MATERIAL I AM EXPECTED TO LEARN FROM THIS PACKET?

(POST-TEST)

This Post-Test is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet. If you have any questions, ask them of your teacher, or refer to the Packet contents before turning to the next page. YOU MAY NOT GO BACK TO THE WORD LIST, THE STUDY OF KEY IDEAS, THE THOUGHT QUESTIONS, OR OTHER RESOURCE MATERIALS ONCE YOU HAVE TURNED TO THE POST-TEST.

Ready? Put all materials away, and turn the page.
Follow Instructions carefully.

POST-TEST

I. Write a short definition of the following terms:

Needs: ______________________________

____

Basic Needs: ______________________________

____

Universal Needs: ______________________________

____

Personal Needs: ______________________________

____

Physical Needs: ______________________________

____

Social Needs: ______________________________

____

Spiritual Needs: ______________________________

____

TURN TO THE NEXT PAGE AND COMPLETE THE POST-TEST AS INSTRUCTED.

2. FILL-IN THE BLANKS

Let's pretend we still have Man in an empty room without any of his basic needs. List below the basic Universal Needs he must have in order that he may survive.

Basic Universal Physical Needs:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

Basic Universal Social Needs:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

(7) ______________________________

Basic Universal Spiritual Needs: (List as many as you can remember) ______________________________

____

____

____

TURN TO THE NEXT PAGE AND COMPLETE THE TEST AS INSTRUCTED.

3. Complete the answers below:

I have universal needs. They are ______________________________

I have personal needs. They are ______________________________

I fulfill both my universal and personal needs by ______________

TURN TO THE NEXT PAGE AND COMPLETE THE TEST.

How are my needs like all human being's needs? ______________

____

____

____

____

____

How are my needs different from all other human being's needs?

____

____

____

____

____

____

What did I discover by reading and working in this packet? (Write your answer in the space provided below):

FINISHED? TURN THIS POST-TEST INTO YOUR TEACHER. DO NOT TURN THE PAGE UNTIL YOU ARE INSTRUCTED TO DO SO.

If your teacher checks item number one, you will need to re-take the Post-Test. If your teacher checks item number two, you may turn the page and continue working in this packet.

Item one: Do not turn the page to the next lesson. Go back in the packet to page 16 and re-read the material introduced in this packet. You will be able to re-take the Post-Test when you feel you are ready. ____________.

Item two: You are ready to start working in the Creative Projects. Turn the page and begin. _________.

DO NOT TURN THE PAGE UNLESS YOUR TEACHER PUT A CHECK IN THE BLANK LISTED UNDER ITEM TWO.

WHAT DO I DO WHEN I AM FINISHED WITH MY LEARNING PACKET?

(CREATIVE PROJECTS)

These creative projects will help you reinforce your understanding of the concepts introduced in this packet. Suggested projects are listed below. You may use the ideas listed or create your own.

1. Make a poster telling people they have basic needs.

2. Make a collage showing people their basic needs.

3. Write a story using basic needs as a means of helping people understand why people act the way they do.

4. Write a play or puppet show skit involving use of your knowledge about your basic needs.

5. Do research on the basic needs of people in China, or the United States.

WHEN YOU ARE FINISHED WITH A CREATIVE PROJECT, PROCEDE TO LEARNING PACKET NUMBER TWO: YOU IN YOUR WORLD

YOU IN YOUR WORLD

LEARNING PACKET NUMBER TWO

STUDENT'S NAME: ________________________.

NOTE TO THE TEACHER

This packet is designed to help the student identify himself. The student will be introduced to two basic concepts: (1) Man is an entity similar to no other being. (2) Man is a constituent part of his complex world.

In introducing the aforementioned concepts, the student will be able to recognize and define himself as an individual and as a member of his (1) family, (2) neighborhood, (3) community, (4) city or town, (5) county, (6) state, (7) country, (8) continent, (9) world, (10) solar system, (11) galaxy, and (12) universe.

The long range plan of this packet involves the need to involve the student in a tolerance for cultural relativism. Utilizing this packet along with class activities, class discussion, individual research, and future individual learning packets will aid the student in discovering this tolerance.

Allow the student to proceed through the packets in consecutive order, and at his own pace. Encourage him to re-read the material and re-take the Post-Test if his scoring necessitates. If the student is able to pass the Pre-Test, allow him to advance to the next packet without having to work this packet.

WHAT IS IN MY LEARNING PACKET?

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WHY I SHOULD USE THIS LEARNING PACKET

The purpose of this learning packet is to help you learn about you and your part in your world. In order to discover ideas about yourself as a person and as a member of your world, you will need to follow the instructions listed on each page very carefully. You will be allowed to learn as fast or as slow as you wish.

The ideas you will discover and learn in this packet will help you learn about YOU IN YOUR WORLD. After you have finished this packet, you will be able to apply your knowledge and opinions gained in this study to learning and discovering the concepts introduced in your next learning packet--Your World (Packet Three).

NOW, TURN TO THE NEXT PAGE AND READ: WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts?

TURN TO THE NEXT PAGE AND READ: WHAT WILL I LEARN IN THIS PACKET?

WHAT WILL I LEARN IN THIS PACKET?

I. You will learn about You as an individual.

II. You will learn about You as an individual in Your World.

III. You will learn how it is possible to be both an individual and a member of your universe:

- A. Your family
- B. Your neighborhood
- C. Your community
- D. Your city or town
- E. Your county
- F. Your state
- G. Your country
- H. Your continent
- I. Your world
- J. Your solar system
- K. Your galaxy
- L. Your universe

READY TO LEARN ABOUT YOU IN YOUR WORLD?

TURN TO THE NEXT PAGE AND READ: HOW WILL I SHOW I HAVE LEARNED?

HOW WILL I SHOW I HAVE LEARNED?

This packet contains:

(1) a Pre-Test:	This is provided as a means of helping you and your teacher determine whether you need to complete this packet.
(2)a Word List:	This is provided as a means of helping you familiarize yourself with new terms. It will help introduce you to terms you may wish to use during class discussions.
(3) a Study of Key Ideas:	This is provided as a means of enabling you to learn the concepts related in this packet.
(4) Thought Questions:	These questions will appear throughout the packet as a means of helping you discover key ideas by applying the knowledge you are learning.
(5) Post-Test:	This is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet.
(6) Creative Projects:	To help you remember what you have discovered and learned, these projects will reinforce the learning of basic terms and key ideas.

In order to show what you have learned, you will need to (1) explain, (2) list, (3) demonstrate, (4) prove, and (5) evaluate what you have learned from using this packet. You will be given a pre-test to determine if you need to complete this packet. If you are unable to demonstrate your understanding of the concepts tested in the pre-test, you will need to complete the packet by progressing through the

(1) Word Lists

(2) Study of Key Ideas

(3) Thought Questions

(4) and the Post-Test.

Later, you will be able to further study the key ideas introduced in this packet by doing projects.

You will need to pass the Post-Test in order to proceed to Packet Three (unless your teacher instructs you to proceed directly to Packet Three after passing the Pre-Test in this packet).

TURN TO THE NEXT PAGE AND BEGIN THE PRE-TEST.

WHAT SHOULD I DO IF I ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

As a means of helping you and your teacher determine whether you need to complete this packet, proceed to take the Pre-Test provided below:

PRE-TEST: YOU IN YOUR WORLD

1. Write a short definition of the following terms:

What is a person? ______________________________

____

What is a family? ______________________________

____

What is a neighborhood? ______________________________

____

What is a community? ______________________________

____

What is a city or town? ______________________________

____

What is a county? ______________________________

____

What is a state? ______________________________

____

What is a country? ______________________________

____

What is a continent? ______________________________

____

What is a world? ______________________________

____

What is a solar system? ______________________________

____

What is a galaxy? ______________________________

____

What is a universe? ______________________________

____

2. Write answers to the following questions:

A. What makes a person different from all other people?

B. Who are you?

C. How do you know who you are?

D. How can you be sure you are who you think you are?

E. Why do people have names?

F. What do you do to show you are a person?

G. How do you show other people you are an individual?

H. In what ways are you like all other people?

I. How do you show other people you are like all other people?

J. How are you an important part of your family?

K. How do you know you are an important part of your family?

L. What makes your family different from all other families?

M. How is your family an important part of your neighborhood?

N. How are you an important part of your neighborhood?

O. How is your neighborhood different from all other neighborhoods?

P. How is your neighborhood an important part of your community?

Q. How are you an important part of your community?

R. How is your family an important part of your community?

S. What makes your community different from all other communities?

T. How is your community an important part of your city or town?

U. How are you an important part of your city or town?

V. How is your family an important part of your city or town?

W. How is your neighborhood an important part of your city or town?

X. How is your city or town different from other cities and towns?

Y. How is your city or town an important part of your county?

Z. How are you an important part of your county?

A.A. How is your family an important part of your county?

B.B. How is your neighborhood an important part of your county?

C.C. How is your community an important part of your county?

DD. What makes your county different from other counties?

EE. How is your county an important part of your state?

FF. How are you an important part of your state?

GG. How is your family an important part of your state?

HH. How is your neighborhood an important part of your state?

II. How is your community an important part of your state?

JJ. How is your city or town an important part of your state?

KK. How is your state different from other states?

LL. How is your state an important part of your country?

MM. How are you an important part of your country?

NN. How is your family an important part of your country?

OO. How is your neighborhood an important part of your country?

PP. How is your community an important part of your country?

QQ. How is your city or town an important part of your country?

RR. How is your county an important part of your country?

SS. What makes your country different from other countries?

TT. How is your country an important part of your continent?

UU. How are you an important part of your continent?

VV. How is your family an important part of your continent?

WW. How is your neighborhood an important part of your continent?

XX. How is your community an important part of your continent?

YY. How is your city or town an important part of your continent?

ZZ. How is your county an important part of your continent?

AAA. How is your state an important part of your continent?

BBB. What makes your continent different from all other continents?

CCC. How is your continent an important part of your world?

DDD. How are you an important part of your world?

EEE. How is your family an important part of your world?

FFF. How is your neighborhood an important part of your world?

GGG. How is your community an important part of your world?

HHH. How is your city or town an important part of your world?

III. How is your state an important part of your world?

JJJ. How is your country an important part of your world?

KKK. How is your world different from other planets?

LLL. How is your world an important part of your solar system?

MMM. How are you an important part of your solar system?

NNN. How is your family an important part of your solar system?

OOO. How is your neighborhood an important part of your solar system?

PPP. How is your community an important part of your solar system?

QQQ. How is your city or town an important part of your solar system?

RRR. How is your county an important part of your solar system?

SSS. How is your state an important part of your solar system?

TTT. How is your country an important part of your solar system?

UUU. How is your continent an important part of your solar system?

VVV. How is your solar system different from other solar systems?

WWW. How is your solar system an important part of your galaxy?

XXX. How are you an important part of your galaxy?

YYY. How is your family an important part of your galaxy?

ZZZ. How is your neighborhood an important part of your galaxy?

AAAA. How is your community an important part of your galaxy?

BBBB. How is your city or town an important part of your galaxy?

CCCC. How is your county an important part of your galaxy?

DDDD. How is your state an important part of your galaxy?

EEEE. How is your country an important part of your galaxy?

FFFF. H is your continent an important part of your galaxy?

GGGG. How is your world an important part of your galaxy?

HHHH. How is your galaxy different from other galaxies?

IIII. How is your galaxy an important part of your universe?

JJJJ. How are you an important part of your universe?

KKKK. How is your family an important part of your universe?

LLLL. How is your neighborhood an important part of your universe?

MMMM. How is your community an important part of your universe?

NNNN. How is your city or town an important part of your universe?

OOOO. How is your county an important part of your universe?

PPPP. How is your state an important part of your universe?

QQQQ. How is your country an important part of your universe?

RRRR. How is your continent an important part of your universe?

SSSS. How is your world an important part of your universe?

TTTT. How is your solar system an important part of your universe?

UUUU. How is your universe unique?

FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL
YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to the next packet. ________

Item two: You are ready to start working in this packet.________

TURN THE PAGE AND BEGIN.

WHAT SHOULD I DO IF I DON'T ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

You will need to work with the (1) Word List

(2) Study of Key Ideas

(3) Thought Questions

(4) Post-Test

(5) Creative Projects

Ready to begin? First, you will need to familiarize yourself with new terms. The Word List on the next page will help you learn these terms.

TURN TO THE NEXT PAGE.

WORD LIST

Person:	A human individual distinquishable from animals or things. (You will be given a chance later in this packet to write your definition of a person).
Family:	A group of persons sharing common ancestors, or relatives. (You will be given a chance later in this packet to write your definition of a family).
Neighborhood:	A group of families living near each other or a section of land shared by neighbors living close together. (You will be given a chance later in this packet to write your definition of a neighborhood).
Community:	A group of neighborhoods sharing common qualities and living close together. (You will be given a chance later in this packet to write your definition of a community).
City or Town:	A group of communities grouped closed together and sharing common qualities. (You will be given a chance later in this packet to write your definition of a city or town).
County:	A group of cities or towns located close together and sharing common qualities. (You will be given a chance later in this packet to write your definition of a county).
State:	A group of counties located near each other and sharing common qualities. (You will be given a chance later in this packet to write your definition of a state).
Country:	A group of states located near each other and sharing common qualities. (You will be given a chance later in this packet to write your definition of a country).

Continent:	A group of countries (or one country) located on one land mass (larger than an island) surrounded by water. There are seven continents on Earth. (You will be given a chance later in this packet to write your definition of a continent).
World:	A group of continents and water covering the planet Earth is a world; a generation of people living on a planet (Earth). (Later, you will be given a chance to write your definition of a world).
Solar System:	A group of planets close together and sharing common qualities. (You will be given a chance later to write your definition of solar system).
Galaxy:	A group of solar systems close together and sharing common qualities. (You will be given a chance later in this packet to write your definition of a galaxy).
Universe:	A group of galaxies and stars enclosed in the whole of something immeasurable by Man. (Later, you will be given a chance to write your definition of universe).

IF YOU HAVE DIFFICULTY WITH OTHER TERMS INTRODUCED IN THIS PACKET, USE THE DICTIONARIES MADE AVAILABLE IN YOUR RESOURCE CENTER. IF YOU ARE STILL CONFUSED, ASK YOUR CLASSMATES OR YOUR TEACHER FOR HELP.

TURN TO THE NEXT PAGE AND START YOUR STUDY OF THE KEY IDEAS.

KEY IDEAS

Do you remember the Mother Goose version of a story about a boy named Jack who built a house? It was called "This Is The House That Jack Built". You may find a version of this story by turning the page. Read the story and continue to work in this packet.

TURN THE PAGE AND READ: THIS IS THE HOUSE THAT JACK BUILT.

THIS IS THE HOUSE THAT JACK BUILT

This is the house that Jack built. (Draw a house).

This is the malt
That lay in the house that Jack built. (Draw a bag of malt).

This is the mouse
That ate the malt
That lay in the house that Jack built. (Draw a mouse).

This is the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw a rat).

This is the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw a cat).

This is the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw a dog).

This is the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw a cow).

This is the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw a maiden).

This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw the man).

This is the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw the priest).

This is the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt
That lay in the house that Jack built. (Draw the cock).

This is the farmer sowing his corn,
That kept the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn.
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the mouse,
That ate the malt,
That lay in the house that Jack built. (Draw the farmer).

How does this story ("This Is The House That Jack Built") help you understand yourself and your place in your world? First, Jack built a house. In this house lived many animals and people, each dependent upon themselves, each other, and Jack. Let's pretend you are like Jack. Draw a picture of yourself in the space provided below.

TURN TO THE NEXT PAGE WHEN YOU ARE FINISHED WITH YOUR DRAWING.

YOU AS A PERSON: (Write your answers in the spaces provided below).

Why do you call yourself a person?

Who are you?

Do you have a name? If so, what is your name?

Why do you have a name?

Why do you have the name you have?

Do you like your name? Why or why not?

If you could change your name would you do so? Why or why not?

If you did decide to change your name, which name would you choose?

Why might you want to change your name?

Why do you think of yourself as YOU?

How do you know who you are?

How can you be sure you are who you think you are?

What things do you do?

Why do you do these things?

Did you learn how to do what you are doing in life? Why or why not?

How do you learn?

Why do you learn?

What do you look like?

How do you look different from other people?

Why do you look different from other people?

Do you look like anyone else? Why or why not?

Do you have eyes? If so, how are your eyes important to you?

Do you have ears? If so, how are your ears important to you?

Do you have a nose? If so, how is your nose important to you?

Do you have a mouth? If so, how is your mouth important to you?

Do you have a sense of touch? If so, how is the sense of touch important to you?

Do you have a body? If so, how is your body important to you?

Do you have a mind? If so, how is your mind important to you?

What do you want to do tomorrow?

What do you want to do next week?

What do you want to do next month?

What do you want to do next year?

What do you want to do in the next ten years?

Is planning goals important to you? Why or why not?

How do you plan to achieve your goals?

Is it important to you that you achieve your goals? Why or why not?

What are your favorite things?

Why do you have favorite things?

What makes your favorite things special to YOU?

Is it important to have favorite things? Why or why not?

In the space provided below, write about You. (If you need more space, use notebook paper and insert the extra pages behind this page).

TURN TO THE NEXT PAGE AND CONTINE WORKING THIS PACKET.

Jack built a house. In this house lived many animals and people, each dependent upon themselves, each other, and Jack. Let's pretend the house is like the universe because it contains everything and everyone. Draw the house in the space provided below.

TURN TO THE NEXT PAGE AND CONTINUE WORKING IN THIS PACKET.

The smallest object in Jack's house was a bag of malt which a mouse ate. The mouse was living in the house when it was eaten by the rat. The rat was in the house when it was eaten by the cat. The cat was in the house when it was chased by the dog. The dog lived in the house when it was chased by the cow with the crumpled horn. The cow lived in the house when it was milked by the milkmaid. The milkmaid lived in the house when she was courted by the tattered man (lost and forlorn). The tattered man lived in the house when he married the maid. The story continues to build while Jack's house contains them all.

Let's pretend the house that Jack built is like the universe, and like the universe it contains everything, including Jack. Let's pretend the smallest object in this house is the family. What might be the next to the smallest object? Let's pretend the neighborhood is the second smallest object in Jack's house. The third smallest object would be the community. What would be the fourth smallest object in Jack's house? The city or town would be the fourth smallest object in Jack's house. What would be the fifth smallest object in Jack's house? Let's pretend th county would be the fifth smallest object in Jack's house. Why might this be a good example? What would be the next largest object in Jack's house? Let's pretend the state is the next largest object in Jack's house. What is larger than a state? A country is larger than a state. Let's pretend the seventh smallest object in Jack's house is the country. The next object larger than a country would be the continent. Do you agree? Why or why not? What might be the next largest object in Jack's house? Would you agree that the world is larger than a continent? Let's pretend that the world is eighth smallest object in Jack's house. Is the solar system larger than the world? Then, let's pretend the ninth smallest object in Jack's house is the solar system. What is larger than the solar system but smaller than the universe? The galaxy would be the largest object in Jack's house which is like the universe, a whole containing everything.

Now, where does Jack belong in this house? Is Jack smaller than the smallest object, the family? Is Jack smaller than the neighborhood? Is Jack smaller than the community? Is Jack smaller than the city or the town? Is Jack smaller than the county? Is Jack smaller than the state? Is Jack smaller than the country? Is Jack smaller than the continent? Is Jack smaller than the world? Is Jack smaller than the solar system? Is Jack smaller than the galaxy? Is Jack smaller than the universe?

Jack is like you. He has basic needs. He has physical features. He has social features. Jack is a person with a family. Jack is living in a family that is part of a neighborhood, that is part of a community. This community is part of a city or town. This city or town is part of a state. This state is part of a country, which is part of the continent Jack is living on. This continent is part of Jack's world. This world is part of Jack's solar system. This solar system is part of Jack's galaxy. This galaxy is part of Jack's universe. Like Jack's house, the universe contains many parts, each part containing smaller parts. Where does Jack belong in this house? Does Jack play an important part in his family? How? Does Jack play an important part in his family as a smaller part of a neighborhood, a community, and so on? How? Like Jack, how do you belong in your family, in your neighborhood, in your community, in your city or town, in your county, in your state, in your country, in your continent, in your world, in your solar system, in your galaxy, in your universe? Do you play an important part in each of these areas? If so, in what ways do you play an important part? Are you equally important in each of these areas? Why or why not?

In order to clearly think about yourself in your world, you need to think about YOU. In your family are you important? Is your family important to you? If you were not a part of your family, would your family still exist? Would your sisters or brothers still have parents? What is a family? Why do families exist? Could you live without a family? Why or why not? How many people are in your family? Are you more important to your family than your neighbors? Why or why not? When you counted the people in your family did you count aunts and uncles? Why or why not? Do you have any pets? If so, are they a part of your family? Why or why not? Would you want to live without a family? Why or why not? What are parents? How do you know what parents are? Do you have parents in your family? What are children? How do you know what children are? What are fathers? What do fathers do in a family? What does your father do? Why does he do this? Is it important that your father do this? Why or why not? What are mothers? What do mothers do in a family? What does your mother do? Why does she do this? Is it important that your mother do this? Why or why not? What are brothers, or sisters, or grandparents, or aunts, or uncles, or other relatives? What do they do? Why do they do these things? Is it important that they do these things? Why or why not? What are YOU in your family? Are you a member of your family? Why or why not? What do you do? Why do you do this? Is it important that you do these things? Why or why not? Do you do what your family wants to do? Why or why not? What does your family want to do tomorrow? What does your family want to do next week? What does your family want to do next month? What does your family want to do next year? What does your family want to do in the next ten years? Do you help your family obtain these goals? Why or why not? If you do help your family obtain these goals, are they happy that you help? Why or why not? In what ways can you help your family? How are you a member of your family? Are you a member of more than one family? If so, how? What makes your family different from any other families? Are there other families living near or next door to your family? Do families help one another? Why or why not? If so, in what ways do families help one another? Does your family help other families? If so, how? If your family helps other families, do you help your family help? If so, how?

If a neighborhood is a group of families living close to each other and sharing common qualities, how are you an important part of your neighborhood? Do you need to be an important part of your family before you can be an important part of your neighborhood? Why or why not? Do you need to be an important part of your family and your neighborhood before you can be an important part of your community? Why or why not? Do you need to be an important part of your family, neighborhood, and community before you can be an important part of your city or town? Why or why not? Do you need to be an important part of your family, neighborhood, community, and city or town before you can be an important part of your county? Why or why not? Do you need to be an important part of your family, neighborhood, community, city or town, and county before you can be an important part of your state? Why or why not? Do you need to be an important part of your family, neighborhood, community, city or town, county, and state before you can be an important part of your country? Why or why not? Do you need to be an important part of your family, neighborhood, community, city or town, county, state, and country before you can be an important part of your continent? Why or why not? Do you need to be an important part of your family, neighborhood, community, city or town, country, state, country, and continent before you can be an important part of your world? Why or why not? Do you need to be an important part of your family, neighborhood, community, city or town, county, state, country, continent, and world before you can be an important part of your solar system? Why or Why not? Do you need to be an important part of your family, neighborhood, community, city or town, county, state, country, continent, world, and solar system before you can be an important part of your galaxy? Why or why not? Do you need to be an important part of your family, neighborhood, community, city or town, county, state, country, continent, world, solar system, and galaxy before you can be an important part of your universe? Why or why not?

Let's pretend you are a fraction. You are made from your emotions, behavior, and physical features. You are a part of your family, and your family is a part of you. You are a part of your neighborhood and your neighborhood is a part of you. You are a part of your community and your community is a part of you. You are a part of your city or town and your city or town is a part of you. You are a part of your county and your county is a part of you. You are a part of your state and your state is a part of you. You are a part of your country and your country is a part of you. You are a part of your continent and your continent is a part of you. You are a part of your world and your world is a part of you. You are a part of your solar system and your solar system is a part of you. You are a part of your universe and your universe is a part of you.

Can you understand how you are important to those things which are important to you?

You are important to You as a person. You understand many of your actions, emotions, and physical abilities. You are close to yourself. You are an important person in your life.

You are important to You as a member of your family. You understand many of your actions, emotions, and physical abilities achieved as a member of your family. You are close to your family. Many times you are closer to your family than to your neighborhood. You are an important person as a member of your family.

You are important to You as a member of your neighborhood. You understand many of your actions, emotions, and physical abilities achieved as a member of your neighborhood. You are close to your neighborhood because you share common qualities. Many times you are closer to your neighborhood than to your community. You are an important person as a member of your neighborhood.

You are important to You as a member of your community. You understand many of your actions, emotions, and physical abilities achieved as a member of your community. You are close to your community because you share common qualities. Many times you are closer to your community than to your city or town. You are an important person as a member of your community.

You are important to You as a member of your city or town.

You understand many of your actions, emotions, and physical abilities achieved as a member of your city or town. You are close to your city or town because you share common qualities. Many times you are closer to your city or town than to your county. You are an important person as a member of your city or town.

You are important to You as a member of your county. You understand many of your actions, emotions, and physical abilities achieved as a member of your county. You are close to your county because you share common qualities. Many times you are closer to your county than to your state. You are an important person as a member of your county.

You are important to You as a member of your state. You understand many of your actions, emotions, and physical abilities achieved as a member of your state. You are close to your state because you share common qualities. Many times you are closer to your state than to your country. You are an important person as a member of your state.

You are important to You as a member of your country. You understand many of your actions, emotions, and physical abilities achieved as a member of your country. You are close to your country because you share common qualities. Many times you are closer to your country than to other countries on your continent. You are an important person as a member of your country.

You are important to You as a member of your continent. You understand many of your actions, emotions, and physical abilities achieved as a member of your continent. You are close to your continent because you share common qualities. Many times you are closer to your continent than your world. You are an important person as a member of your continent.

You are important to You as a member of your world. You understand many of your actions, emotions, and physical abilities achieved as a member of your world. You are close to your world because you share common qualities with all people of the world. You are many times closer to your world than your solar system because you live on the planet Earth--your world which enables life. You have not lived on other planets in your solar system, but you are still important to You as a member of your solar system, to your galaxy, and to your universe. You understand many of your actions, emotions, and physical abilities achieved as a member of your solar system, as a member of your galaxy, and as a member of your universe.

You are important to You. You are important to your family as a member of your neighborhood, community, and so on. You are important to your neighborhood as a member of your family and community, and so on. In many different ways you are important. In many different ways YOU, your family, your neighborhood, your community, your city or town, your county, your state, your country, your continent, your world, your solar system, your galaxy, and your universe are important to YOU. Combinations of importance exist for YOU IN YOUR WORLD.

TURN TO THE NEXT PAGE AND ANSWER THE QUESTIONS INTRODUCED IN THOUGHT QUESTIONS.

THOUGHT QUESTIONS

Learning About You:

You have already learned about YOU IN YOUR WORLD. Apply this knowledge in answering the following questions in order to discover things about YOU IN YOUR WORLD.

1. Who am I?

2. Do I play an important part in my life as a person? How?

3. Do I play an important part in my life as a person in my family? How?

4. Do I play an important part in my world? How?

WHEN DO I KNOW I KNOW THE MATERIAL I AM EXPECTED TO LEARN FROM THIS PACKET?

(POST-TEST)

This Post-Test is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet. If you have any questions, ask them of your teacher, or refer to the Packet contents BEFORE you turn to the next page.

YOU MAY NOT GO BACK TO THE WORD LIST, THE STUDY OF KEY IDEAS, THE THOUGHT QUESTIONS, OR OTHER RESOURCE MATERIALS ONCE YOU HAVE TURNED TO THE POST-TEST.

Ready? Put all materials away, and turn the page.

Follow instructions carefully.

POST-TEST

I. Write a short definition of the following terms:

Person: ______________________________

____

Family: ______________________________

____

Neighborhood: ______________________________

____

Community: ______________________________

____

City or Town: ______________________________

____

County: ______________________________

____

State: ______________________________

____

Country: ______________________________

____

Continent: ______________________________

____

World: ______________________________

____

Solar System: ______________________________

Galaxy: ____

____

Universe: ____

____

2. Write answers to the questions below in the space provided:

Who am I?

Who am I in my world?

Who am I in comparison to others in my world?

Who am I in my family?

Who am I in my neighborhood?

Who am I in my community?

Who am I in my city or town?

Who am I in my county?

Who am I in my state?

Who am I in my country?

Who am I in my continent?

Who am I in my solar system?

Who am I in my galaxy?

Who am I in my universe?

3. Do this activity: Draw a picture of yourself in your world.

4. Answer this question in the space provided below: What did I discover by reading and working in this packet?

FINISHED? TURN THIS POST-TEST INTO YOUR TEACHER. DO NOT TURN THE PAGE UNTIL YOU ARE INSTRUCTED TO DO SO.

If your teacher checked item number one, you will need to re-take the Post-Test. If your teacher checked item number two, you may turn the page and continue working in this packet.

Item one: Do not turn the page to the next lesson. Go back in the packet to page and re-read the material introduced in this packet. You will be able to re-take the Post-Test when you feel you are ready. ______________

Item two: You are ready to start working in the Creative Projects. Turn the page and begin. __________

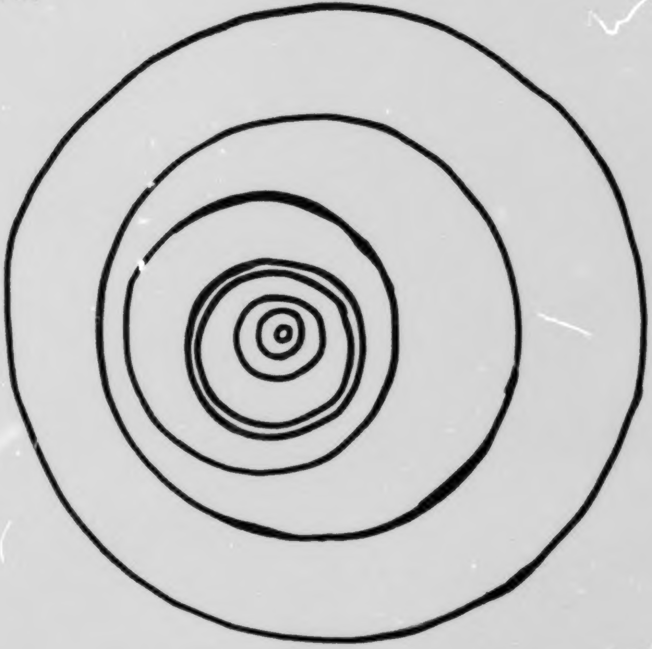
DO NOT TURN THE PAGE UNLESS YOUR TEACHER PUT A CHECK IN THE BLANK LISTED UNDER ITEM TWO, INDICATING HER PERMISSION TO CONTINUE WORKING IN THIS PACKET.

WHAT DO I DO WHEN I AM FINISHED WITH MY LEARNING PACKET?

(CREATIVE PROJECTS)

These projects will help you creatively reinforce your understanding of the concepts introduced in this packet. Suggested projects are listed below. You may use the ideas listed or create your own.

1. Below are circles--each circle is smaller than other circles and larger than others. Pretend you are one of the circles and tell WHY you are the size you are.



Explain what common qualities you share with the other circles. Prove that you have these qualities in common and can share them. BE CREATIVE.

2. Make a collage showing your importance in the world.

3. Write a song interpreting your importance as a person.

4. Find stories such as "The House That Jack Built" to illustrate YOU IN YOUR WORLD. Share your story with the class or act the story out in class.

5. Draw yourself alone, without
    (1) You
    (2) Family
    (3) Neighborhood
    (4) Community
    (5) City or Town
    (6) State
    (7) Country
    (8) Continent
    (9) World
    (10) Solar System
    (11) Galaxy
    (12) Universe

HAVE ANY OTHER IDEAS? PUT THEM TO USE. START YOUR CREATIVE PROJECTS AS SOON AS YOU FEEL CREATIVE.

WHEN YOU ARE FINISHED WITH A CREATIVE PROJECT, PROCEED TO LEARNING PACKET NUMBER THREE: YOUR WORLD--EARTH

YOUR WORLD--EARTH

LEARNING PACKET NUMBER THREE

STUDENT'S NAME:_________________________.

NOTE TO THE TEACHER

This packet is designed to help the student identify the distinquishable characteristics and limitations of his environment. The key concepts and activities contained within this packet emphasize the earth's surface and land forms. The physical environment distinquishing Earth from other planets in this solar system will be introduced as a means of helping the student distinquish physical characteristics and limitations of his environment in the United States, and compare this discovery to distinquishing physical characteristics and limitations of the People's Republic of China.

In introducing the student to the earth's surface and it's land forms, the student will become aware of the world (Earth) as a whole composed of many constituent parts and limitations: (1) continents and islands as land masses; (2) bodies of water; (3) natural and/or man-made physical features characteristic of surface configurations (such as deserts, swamps, lakes, mountains, etc.). The student will become aware of the world as his environment.

The long range plan of this packet involves the need to involve the student in a tolerance for cultural relativism. Utilizing this packet along with class activities, class discussion, individual research, and future individual learning packets will aid the student in discovering this tolerance.

Allow the student to proceed through the packets in consecutive order, and at his own pace. Encourage him to re-read the material and re-take the Post-Test if his scoring necessitates. If the student is able to pass the Pre-Test, allow him to advance to the next packet without having to work this packet.

WHAT IS IN MY LEARNING PACKET?

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WHY I SHOULD USE THIS LEARNING PACKET

The purpose of this learning packet is to help you learn about your world and its land forms. In order to discover ideas about yourself as a person surrounded by mountains, valleys, plains, islands, water, and sky--your environment--you will need to follow the instructions listed on each page very carefully. You will be allowed to learn as fast or as slow as you wish.

The ideas you will discover and learn in this packet will help you learn about YOUR WORLD--YOUR ENVIRONMENT. After you have finished this packet, you will be able to apply your knowledge and opinions gained in this study to learning and discovering the concepts introduced in your next learning packet--MAPS (Packet Four).

NOW, TURN TO THE NEXT PAGE AND READ: WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts?

TURN TO THE NEXT PAGE AND READ: WHAT WILL I LEARN IN THIS PACKET?

WHAT WILL I LEARN IN THIS PACKET?

I. You will learn about your world, and its land forms.
    A. You will learn about land masses and bodies of water.
    B. You will learn terms that will help you to describe land forms you can find in your world.

II. You will learn about your environment.
    A. You will learn terms that will help you describe where you live and what land forms you can find near your home.
    B. You will learn that land forms can limit your life.
    C. You will learn that you share many types of land forms with other countries, continents, and planets.

III. You will learn that your environment is your home and your world.

READY TO LEARN ABOUT YOUR WORLD--YOUR ENVIRONMENT?

TURN TO THE NEXT PAGE AND READ: HOW WILL I SHOW I HAVE LEARNED?

HOW WILL I SHOW I HAVE LEARNED?

This packet contains:

(1) a Pre-Test:	This is provided as a means of helping you and your teacher determine whether you need to complete this packet.
(2) a Word List:	This is provided as a means of helping you familiarize yourself with new terms. It will help introduce you to terms you may wish to use during class discussions.
(3) a Study of Key Ideas:	This is provided as a means of enabling you to learn the concepts related in this packet.
(4) Thought Questions:	These questions will appear throughout the packet as a means of helping you discover key ideas by applying the knowledge you are learning.
(5) Post-Test:	This is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet.
(6) Creative Projects:	To help you remember what you have discovered and learned, these projects will reinforce the learning of basic terms and key ideas.

In order to show what you have learned, you will need to (1) explain, (2) list, (3) demonstrate, (4) prove, and (5) evaluate what you have learned from using this packet. You will be given a pre-test to determine if you need to complete this packet. If you are unable to demonstrate your understanding of the concepts tested in the pre-test, you will need to complete the packet by progressing through the (1) Word Lists;

(2) Study of Key Ideas; (3) Thought Questions; and (4) the Post-Test.

Later, you will be able to further study the key ideas introduced in this packet by doing projects.

You will need to pass the Post-Test in order to proceed to Packet Four (unless your teacher instructs you to proceed directly to Packet Five after passing the Pre-Test in this packet).

TURN TO THE NEXT PAGE AND BEGIN THE PRE-TEST.

WHAT SHOULD I DO IF I ALREADY KNOW THE INFORMATION
I AM TO LEARN IN THIS PACKET?

As a means of helping you and your teacher determine whether you need to complete this packet, proceed to take the Pre-Test provided below:

PRE-TEST: YOUR WORLD--YOUR ENVIRONMENT

1. Write a short definition of the following terms:

What is an environment? ______________________________

____

What is a land mass? ______________________________

____

What is a continent? ______________________________

____

What are physical features of the earth? ______________

____

____

2. How do land barriers serve as boundaries? ______________

____

____

____

3. Describe a desert: ______________________________

____

4. Describe the environment you live in: (physical/relief only)

5. Describe the physical environment of China:

6. Describe the physical environment of Earth:

TURN TO THE NEXT PAGE.

FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to the next packet. _______

Item two: You are ready to start working in this packet. _______

TURN THE PAGE AND BEGIN.

WHAT SHOULD I DO IF I DON'T ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

You will need to work with the (1) Word List

(2) Study of Key Ideas

(3) Thought Questions

(4) Post-Test

(5) Creative Projects

Ready to begin? First, you will need to familiarize yourself with new terms. The Word List on the next page will help you learn these terms.

TURN TO THE NEXT PAGE.

WORD LIST

Africa:	A continent in the eastern hemisphere south of the Mediterranean Sea and connected to the continent Asia on the Northeast at an area called Isthmus of Suez. Africa has claim to one offshore island called Madagascar.
Antarctica:	A continent located at the South Pole. It is a body of land , a plateau, covered by a great ice cap and having mountain peaks. It surrounds the South Pole.
Asia:	A continent in the eastern hemisphere, located above the Equator. Asia forms a single land mass with Europe (another continent) and is connected to Africa (another continent) at an area called Isthmus of Suez.
Australia:	A continent of the eastern hemisphere Southeast of Asia and South of the Equator. This continent looks like a big island.
Body of Water:	A body of water varies in size. The oceans are large bodies of water. Lakes, ponds, rivers, fords, and other areas having water as such are referred to as bodies of water.
Canyon:	A valley with steep sides formed by a river.
Cathay:	The old name for China.
Continent:	A section of the seven great divisions of land on the earth. It is a group of countries (or one country) located on one land mass (larger than an island--except Australia) surrounded by water. There are seven continents on Earth: Europe, Asia, North America, South America, Africa, and Australia.

Desert:	Land where very little rain falls. Usually a sandy land with little variety of vegetation.
East:	If you are facing North, East is in the direction of your left hand. It is the direction opposite of West. It is the general direction of sunrise.
Environment:	Your surroundings make up your environment. Your environment includes the weather, climate, types of foods that are able to grow in the soils outside your house, and everything that you can see. Stand in a room. Stand in one place. Now look around you--you are looking at the environment of your room. The outside is your room also. Stand outside and look around you--everything you see is your environment. Everything you hear, see, smell, taste, and touch is your environment. It includes the types and number of animals, plants, and land forms in the area where you live.
Equator:	Look at the globe. Pretend you want to draw a line around the middle of the world so that you can have a "North" and a "South". You would need to draw the line in the exact middle. Therefore, the line would divide the land between the two Poles (North and South). This make-believe line divides the North Hemisphere from the South Hemisphere. Can you see this line on your globe?
Europe:	A continent located in the eastern hemisphere, between Asia and the Atlantic Ocean (a body of water).
Farm:	Land used to raise plants or animals.
Forest:	Land covered with many trees.
Gorge:	A canyon that is narrow and hass straight sides.

Harbor:	A safe place for ships to anchor near land, for loading and unloading cargo.
Hill:	Raised land, not so high as a mountain.
Island:	A piece of land surrounded by water.
Lake:	A body of water with land all around.
Land Mass:	It is the solid surface areas of Earth. It is land--anything that is not water or air. It includes the land and all natural resources of the soils.
Mainland:	A large body of land, as a continent.
Minerals:	Things that are neighter animals nor plants.
Mountain:	Raised land, much higher than a hill.
North:	That area of Earth above the Equator. This area or hemisphere has the North Pole located in it. It is the direction opposite of South and the South Pole.
North America:	A continent in the western hemisphere, Northwest of South America (another continent). It is bounded by Atlantic Ocean, Artic Ocean, and the Pacific Ocean. It is joined to South America at the area of land called the Panama Canal.
Ocean:	A very large body of salt water.
Physical Environment:	Water and land forms of the earth make up your physical environment. Deserts, rivers, mountains, swamps, marshes, valleys, plains, and other regions can exist in your physical environment. Not all these regions will be in your physical environment outside your house, but all exist in your Earth environment.

Physical Features:	Those regions and land forms which make up the physical environment. Regions such as mountains, valleys, volcanoes, plateaus, plains, canyons, rivers, glaciers, and so forth, make up physical features of the earth.
Plains:	Great stretches of land where no mountains or valleys can be sene. These may be large areas of land extending between two mountain ranges, or plateaus covered with grass (called "grasslands").
Plateaus:	An area on top of a mountain that is very flat. It has high altitudes (check this word "altitude" in the dictionary).
River:	A large stream of fresh water.
South:	This is the area located directlybelow the Equator and includes the area of the South Pole. This is also the direction opposite of North or the South Pole.
South America:	A continent in the western hemisphere lying between the Atlantic Ocean and the Pacific Oceans. It is Southeast of North America and chiefly South of the Equator. It is joined to North America (another continent) at an area called the Panama Canal.
West:	This is the direction opposite of East. If you are facing North, then West is in the direction of your right hand. West is the general direction of sunset.

IF YOU HAVE DIFFICULTY WITH OTHER TERMS INTRODUCED IN THIS PACKET, USE THE DICTIONARIES MADE AVAILABLE IN YOUR RESOURCE CENTER. IF YOU STILL FIND DIFFICULTY, ASK YOUR CLASSMATES OR YOUR TEACHER FOR HELP.

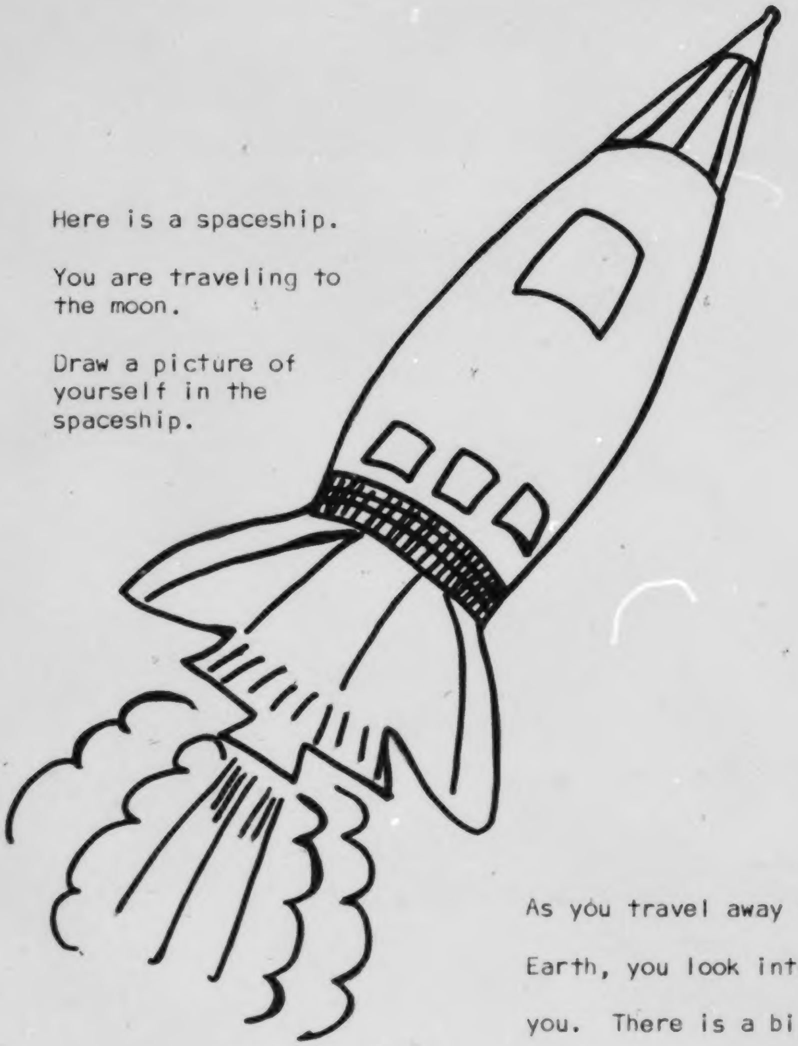
TURN TO THE NEST PAGE AND START YOUR STUDY OF THE KEY IDEAS.

KEY IDEAS

Here is a spaceship.

You are traveling to the moon.

Draw a picture of yourself in the spaceship.



As you travel away from the planet Earth, you look into the sky below you. There is a big ball floating in the sky. It is surrounded by big masses of white clouds. Through the clouds you see that some parts of the Earth are brown. What might these brown parts of the earth be called?

(Fill-in the answer): ________________.

Those brown parts are masses of land; many are called continents.

You notice blue parts, too. What might these blue parts be called? Do you know the answer? If so, fill in the blank: ____________________. These blue parts are large and small bodies of water.

Now, look at the globe in your classroom resource center.

Without the mass of clouds, it closely resembles the world you saw from your spaceship. Find the land masses on the globe. Can you remember what we call the seven large land masses of the world? If you do, fill in the blank with the answer: _________________________. We called these land masses continents. Find the blue parts on the globe. Can you remember what we called these blue parts? If you do remember, fill in the blank: ______________________________. We call those blue parts bodies of water (or oceans, seas, rivers, lakes, and so on).

What do you see on the globe besides land and water? (Write your observations in the space provided below):

____

____

____

____

____

____

This globe of the world shows different sizes of land masses. The smaller masses of land surrounded completely by water are called islands. Do you know anything about islands? (If so, write what you know in the space provided below):

____

____

What do we call the large masses of land? We call these larger masses of land continents. There are seven divisions of land on Earth. We call these seven continents: (1) Europe, (2) Asia, (3) Africa, (4) Australia, (5) North America, (6) South America, and (7) Antarctica.

Look for the word *Antarctica* on your globe. Can you find it?

Where did you find it? ____________________

Did you find it near the bottom of the globe? ____________________

Did you find it surrounding the South Pole area? ____________________

Did you find it near other continents? ____________________

Describe what you see on the globe when you look at Antarctica:

____

____

____

____

Look for the word *Africa* on your globe. Can you find it?

Where did you find it? ____________________

Did you find it near the middle of the globe? ____________________

Did you find it both above and below the Equator? ____________________

Did you find it near other continents? ____________________

Describe what you see on the globe when you look at Africa:

____

____

____

____

____

Look for the word *Australia* on your globe. Can you find it?

Where did you find it? ______________________________

Did you find it near the bottom of the globe? ____________________

Did you find it surrounded by water on all sides? ________________

Did you find it near other continents? ______________________

Describe what you see on the globe when you look at Australia:

____

____

____

____

Look for the words *South America* on your globe. Can you find it?

Where did you find it? ______________________________

Did you find it near the bottom of the globe? ____________________

Did you find it South of the Equator? ______________________

Did you find it near other continents? ______________________

Describe what you see on the globe when you look at South America:

____

____

____

____

Look for the word *Europe* on your globe. Can you find it?

Where did you find it? ______________________________

Did you find it North of the Equator? ______________________

Did you find it near other continents? ______________________

Describe what you see on the globe when you look at Europe:

____

____

Look for the words *North America* on your globe. Can you find it?

Where did you find it? ______________________________

Did you find it North of the Equator? ______________________

Did you find it near other continents? ______________________

Describe what you see on the globe when you look at North America:

____

____

____

____

Now, look on the continent North America for the words *Latin America*. What do you notice about this country? (Use the blanks for your observations): ____________________________

____

Now, look on the continent North America for the word *Mexico*. Describe what you see when you look at this country on your globe:

____

____

Now, look on the continent North America for the word *Canada*. Describe what you see on the globe when you look at the country Canada:

____

____

Now, look on the continent North America for the words *United States of America*. Describe what you see when you look at this country on your globe: ______________________________

____

Where on the continent of North America is the country *The United States of America* positioned? ____.

Now, look again at the section of North America containing The United States of America. Look for the word California. This is a state. Look for the word Oregon. This is also a state. Look for the word Michigan. This is also a state. What state do you live in? ______________________.

Look for your state in the United States of America on your globe.

Do you see any blue lines in your state? If you do, what do those blue lines represent? ____

Do you see any physical features on the globe? ______________________

(Look for mountain ranges, lakes, plateaus, et cetra).

Look on the globe for the word *Asia*. Can you find it?

Where did you find it? ____

Did you find it North of the Equator? ______________________________

Did you find it near other continents? _____________________________

Describe what you see on the globe when you look at Asia:

____

____

____

____

Can you see that the continent Asia is located North of the Equator and forms a single land mass with the continent of Europe. Why do you think this single land mass is considered two continents? It is divided into two continents by the mountain chain called the Ural Mountains. Can you find the Ural Mountains on the globe?

What countries do you see when you look on the globe at Asia?

____

____

____

____

Look for the country called *People's Republic of China*. Do you find it? Describe what you see when you look at this country on your globe: ____

____

Where on the continent of Asia do you find the *People's Republic of China* positioned? ____

Now, look again at the continent of Asia. What countries surround the People's Republic of China? _________________________________

Do you see any blue lines in the People's Republic of China? If you do, what do those blue lines represent? __________________________

Do you see any physical features on the globe when you look at the People's Republic of China? If so, what are they?___________________________

____

You are now familiar with the continents of Earth and the bodies of water that surround the continents and cover some land forms. What other land masses and land forms are on Earth? Can you think of any? If so, write your answers: ____

____

____

What are mountains? The Word List says they are "raised land, much higher than hills." Have you ever seen mountains? If so, what did they look like? ____.

What do you suppose mountains are made of? ______________________

What do you suppose valleys are made of? ____________________________

What do you suppose canyons, gorges, deserts, and plains or plateaus are made of? ____

The answer is SOIL. What do you suppose soil is made of? ____________

The answer is ROCK. What do you suppose rock is made of? ____________

The answer is MINERALS.

How do mountains form from minerals, rocks, and soils? How do valleys form from minerals, rocks, and soils? How do canyons, gorges, deserts, plains, plateaus, and other land forms mold into shape from minerals, rocks, and soils? Can you think of an answer? ____________

____

The minerals of the earth harden with weathering and exposure to nature's forces. Minerals that are heated and erupt from volcanoes harden into lava. This hard rock is often covered with dirt. Grass grows on top of the rock in the dirt, and a mountain is formed. Another mountain chain may have been formed when land was squeezed between two moving surfaces of land, such as an earthquake. Valleys are formed when giant ice caps called glaciers cut away at the land and dig deep ditches in the surface of the earth. Do you think all mountains and valleys are on land? ____________________ Why or why not? ______________

____

An island is land surrounded by water. However, the island is not exactly floating on the surface of the water. Often, a mountain chain is under the water. The tallest mountain peaks of this chain may not be completely covered by the water. When these peaks are not under water, we call them islands. Valleys are also under the surface of bodies of water. Where might you find these underwater valleys and mountains? ______________

____

What makes plateaus? The answer is minerals, rocks, and soils. Weathered by the wind and water a mountain can often be made flat on top. We call this flat moutain top a plateau. Can you think of any plateaus near your environment? ______________________________

____

Deserts are made from minerals, rocks, and soils. The sand of deserts is made into sand dunes by the winds that sweep the deserts. Can you find any pictures of deserts? ______________________

Gorges and canyons are made when rivers wash away the soils of mountains and wear the banks of the river deeper and deeper.

Many of these land forms are in your environment. Many of these land forms are being made every day. The minerals harden into rocks. The weathering of frost, rain, wind, sun, and plant roots crack the rocks into tiny pieces. These tiny pieces become soil. The soil becomes many times smaller until it is again minerals. The minerals harden and rocks are again formed. This is how mountains become hills and plains can become valleys. You may want to read more about how land forms are created. If so, look in your classroom resource center for more information.

Can you think of land forms we have not discussed in Key Ideas? If so, write the names of these land forms and describe what they look like: ____

____

____

TURN THE PAGE AND READ THE INSTRUCTIONS.

WHEN DO I KNOW I KNOW THE MATERIAL I AM EXPECTED TO LEARN FROM THIS PACKET?

(POST-TEST)

This Post-Test is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet. If you have any questions, ask them of your teacher, or refer to the Packet contents BEFORE you turn to the next page.

YOU MAY NOT GO BACK TO THE WORD LIST, THE STUDY OF KEY IDEAS, THE THOUGHT QUESTIONS, OR OTHER RESOURCE MATERIALS ONCE YOU HAVE TURNED TO THE POST-TEST.

Ready? Put all materials away, and turn the page.
Follow instructions carefully.

POST-TEST

1. Write a short definition of the following terms:

What is an environment? ______________________________

____

____

____

What is a land mass? ______________________________

____

What is a continent? ______________________________

____

What are physical features of the earth? ______________

____

____

How might land barriers serve as boundaries? __________

____

2. How are land forms important in your environment? ________

____

____

____

____

____

____

____

3. On what continent is The United States of America? ____________

____

On what continent is The People's Republic of China? ____________

____

4. Draw a picture or make a painting of a land form that is in your environment. (You may do this art work on a separate piece of paper).

5. Pretend you are on the moon looking down at Earth. You are able to see through the mass of clouds surrounding Earth. Write a description of the land forms you are able to see.

FINISHED?

TAKE THIS POST-TEST TO YOUR TEACHER.

DO NOT TURN THIS PAGE UNTIL YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checked item number one, you will need to re-take the Post-Test. If your teacher checked item number two, you may turn the page and continue working in this packet.

Item one: Do not turn the page to the next lesson. Go back in the packet to page and re-read the material introduced in this packet. You will be able to re-take the Post-Test when you feel you are ready. _______________

Item two: You are ready to start working in the Creative Projects. Turn the page and begin. ___________

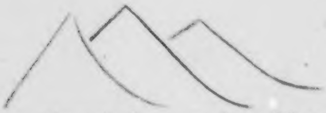
DO NOT TURN THE PAGE UNLESS YOUR TEACHER PUT A CHECK IN THE BLANK LISTED UNDER ITEM TWO, INDICATING HER PERMISSION TO CONTINUE WORKING IN THIS PACKET.

WHAT DO I DO WHEN I AM FINISHED WITH MY LEARNING PACKET?

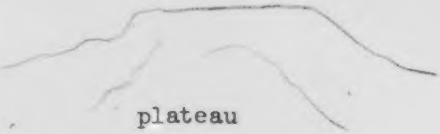
(CREATIVE PROJECTS)

These projects will help you creatively reinforce your understanding of the concepts introduced in this packet. Suggested projects are listed below. You may use the ideas listed or create your own.

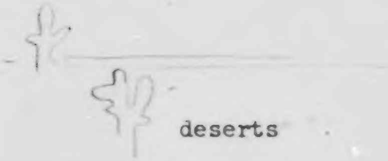
1. Below are pictures of land forms. Write a short story about living near such a land form. How would living near such a land form change your environment? How would living near such a land form change your life?



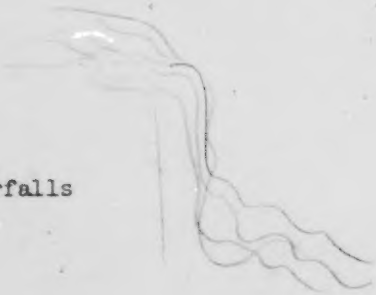
Mountains and valleys



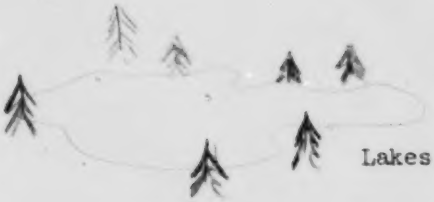
plateau



deserts



Waterfalls



Lakes

You draw some pictures, too.

2. Pretend you are observing land forms. You live on Mars. You notice that land forms on Earth are changing constantly. You are able to race through Time to the future. You are now observing land forms on Earth in the year 6,000 A.D. What land forms do you see? What environments do you see? What are the land forms in your area on Mars. (Pretend you are able to see everything).

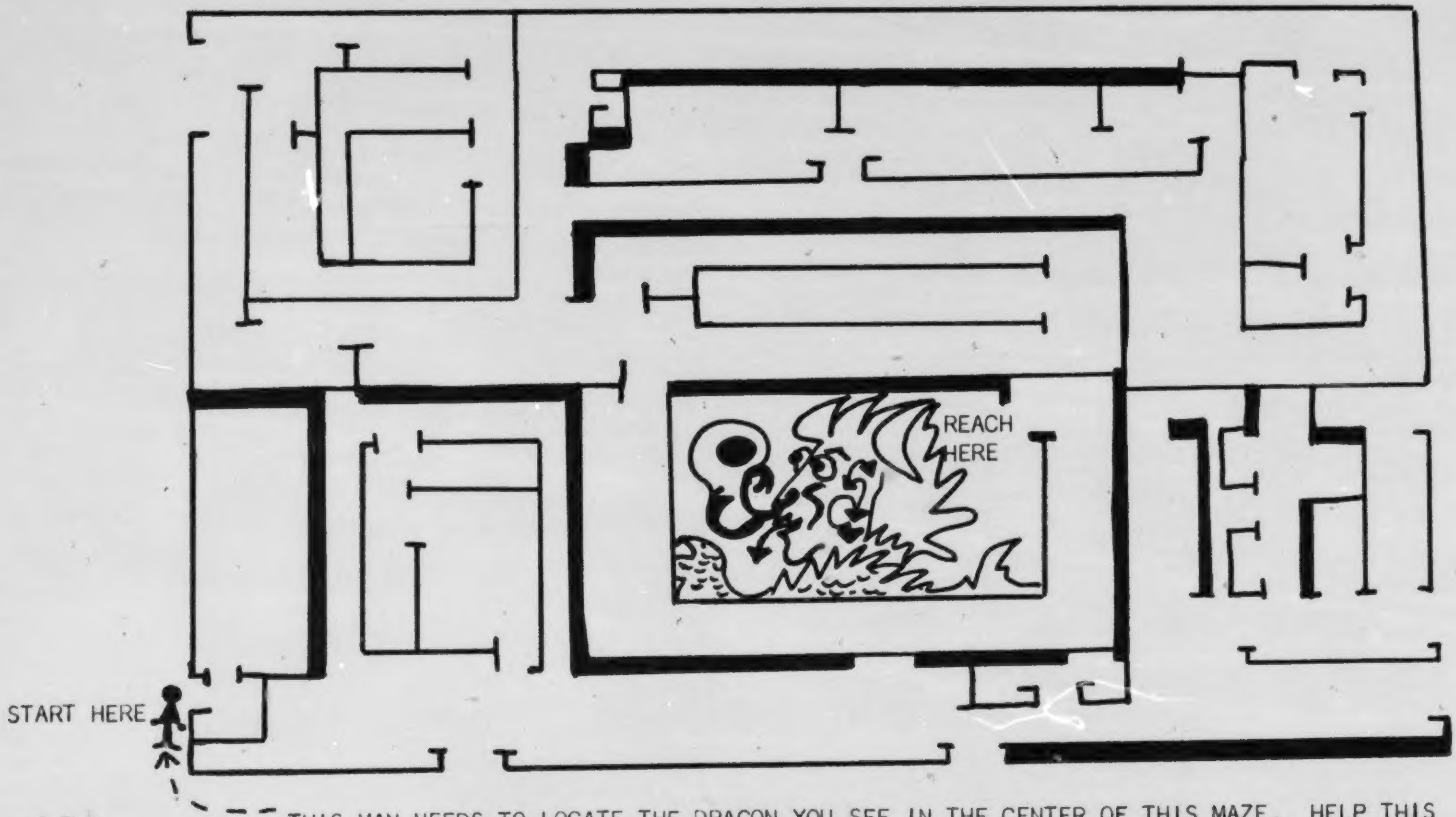
HAVE ANY OTHER IDEAS? PUT THEM TO USE. START YOUR CREATIVE PROJECTS AS SOON AS YOU FEEL CREATIVE.

WHEN YOU ARE FINISHED WITH A CREATIVE PROJECT, PROCEED TO LEARNING PACKET NUMBER FOUR: MAPS

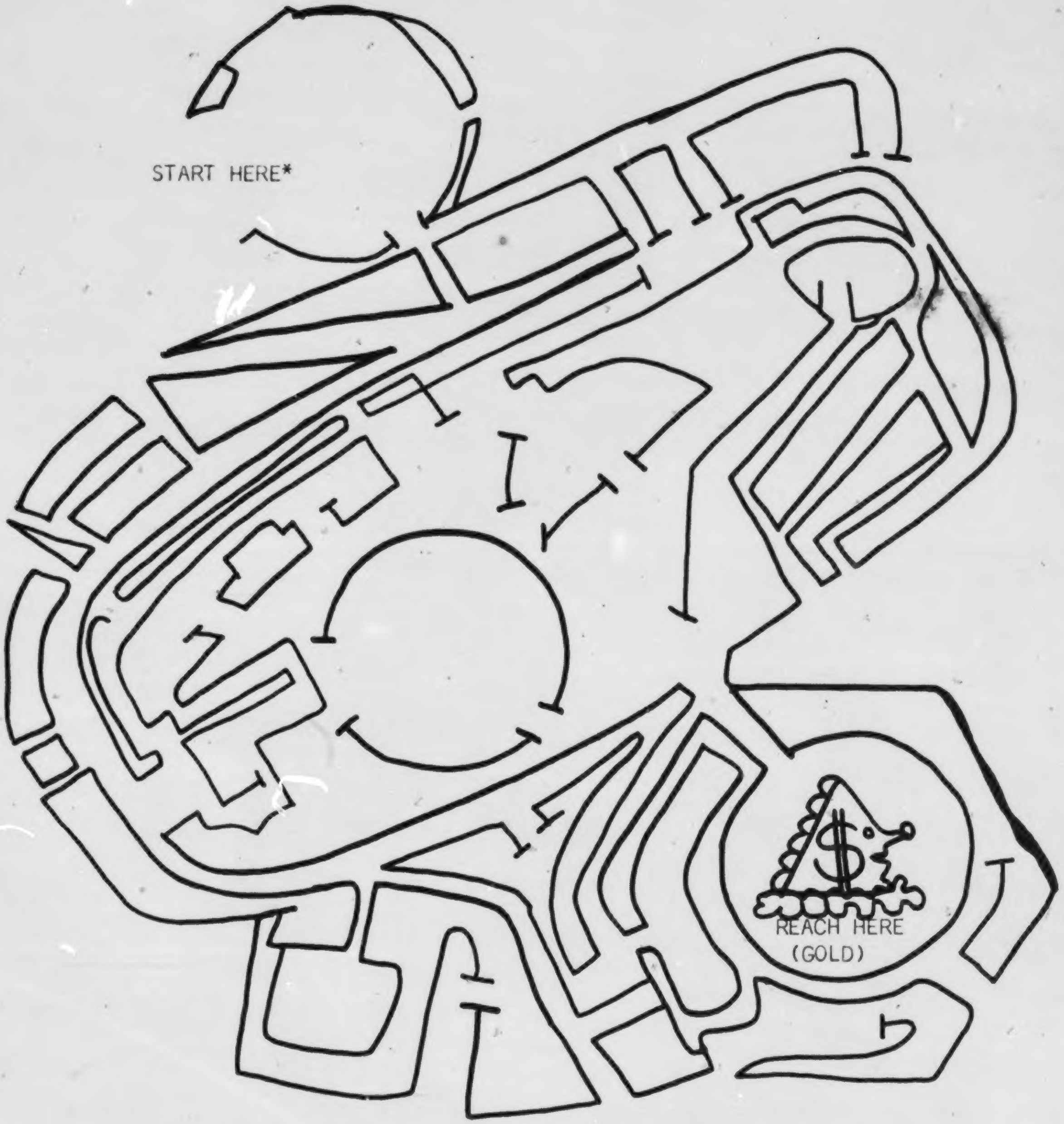
(If you cannot find a Learning Packet dealing with the subject of Maps, your teacher will have class lessons dealing with this subject).

TEACHER'S NOTE

Utilizing the format design developed in the previous learning packets, the teacher may wish to develop a learning packet for the introduction of map reading and utilization. The introduction of such concepts may be enhanced by the use of such material as illustrated on the following pages. Additional material for the learning packet may be taken from the daily lesson plans dealing with this concept.


REACH HERE
START HERE

THIS MAN NEEDS TO LOCATE THE DRAGON YOU SEE IN THE CENTER OF THIS MAZE. HELP THIS MAN GET TO THE DRAGON BY DRAWING A LINE FROM THE MAN TO THE DRAGON, INDICATING THE SHORTEST ROUTE HE CAN TAKE.


START HERE*
$
REACH HERE
(GOLD)

TRACE THE ROUTE TO THE PLACE OF GOLD INDICATING THE SHORTEST ROUTE.

KEY

RAFT

TREE

BOX WITH ALPHABET

BRUSH

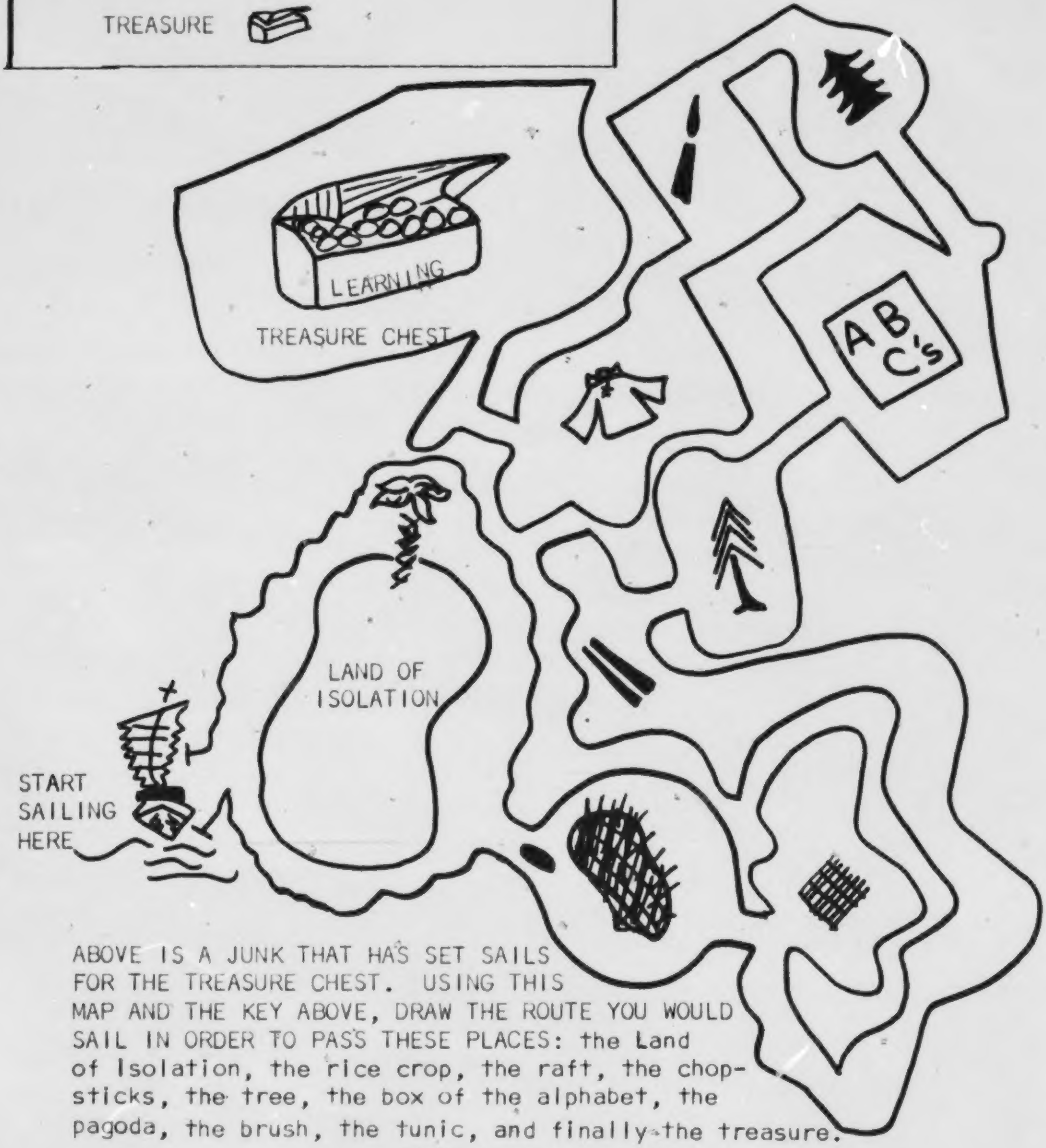
PAGODA

TUNIC

CHOPSTICKS

RICE CROP

TREASURE


LEARNING
TREASURE CHEST
A B C's
LAND OF ISOLATION
START SAILING HERE

ABOVE IS A JUNK THAT HAS SET SAILS FOR THE TREASURE CHEST. USING THIS MAP AND THE KEY ABOVE, DRAW THE ROUTE YOU WOULD SAIL IN ORDER TO PASS THESE PLACES: the Land of Isolation, the rice crop, the raft, the chopsticks, the tree, the box of the alphabet, the pagoda, the brush, the tunic, and finally the treasure.

DAILY LESSON PLANS: ____(DATE)

BEHAVIORAL OBJECTIVE(S):

After an orientation of how to read a map, the student will be able to utilize concepts of boundaries/boundary lines, map legends in finding map areas, scale of miles, directional signs and land masses in identifying China as a nation distinguished from other nations.

ACTIVITIES:

1. An introduction of the Chinese Civilization as a social studies unit, following completion of the activities learning packets,#1-3.
2. Introduce maps (using map without names, Map #1)
   - A. What a map is: students will color land and water masses (utilizing key in order to distinguish water masses from land masses).
   - B. How a map relates to the land areas of the earth; color oceans and land
   - C. Where China is located on the map (using the **unlabeled map, page 134**).
3. Illustrate how to read a map (using the labeled map, page 135).
   - A. Introduce concepts of boundaries/boundary lines
   - B. Introduce terms:
     1. Map legend (used in the lesson for identifying land/water masses, cities, etc.)
     2. Scale of miles
     3. Cities, towns, and villages
     4. Directional Sign
4. Students will color in boundaries of pie, distinguishing between real and imaginary boundaries/barriers.
5. Students will locate cities/capitol on the map.
6. Students will construct a directional sign. (Page 136).
7. Students will make a puzzle from map #1, (Page 134). (Homework assignment).

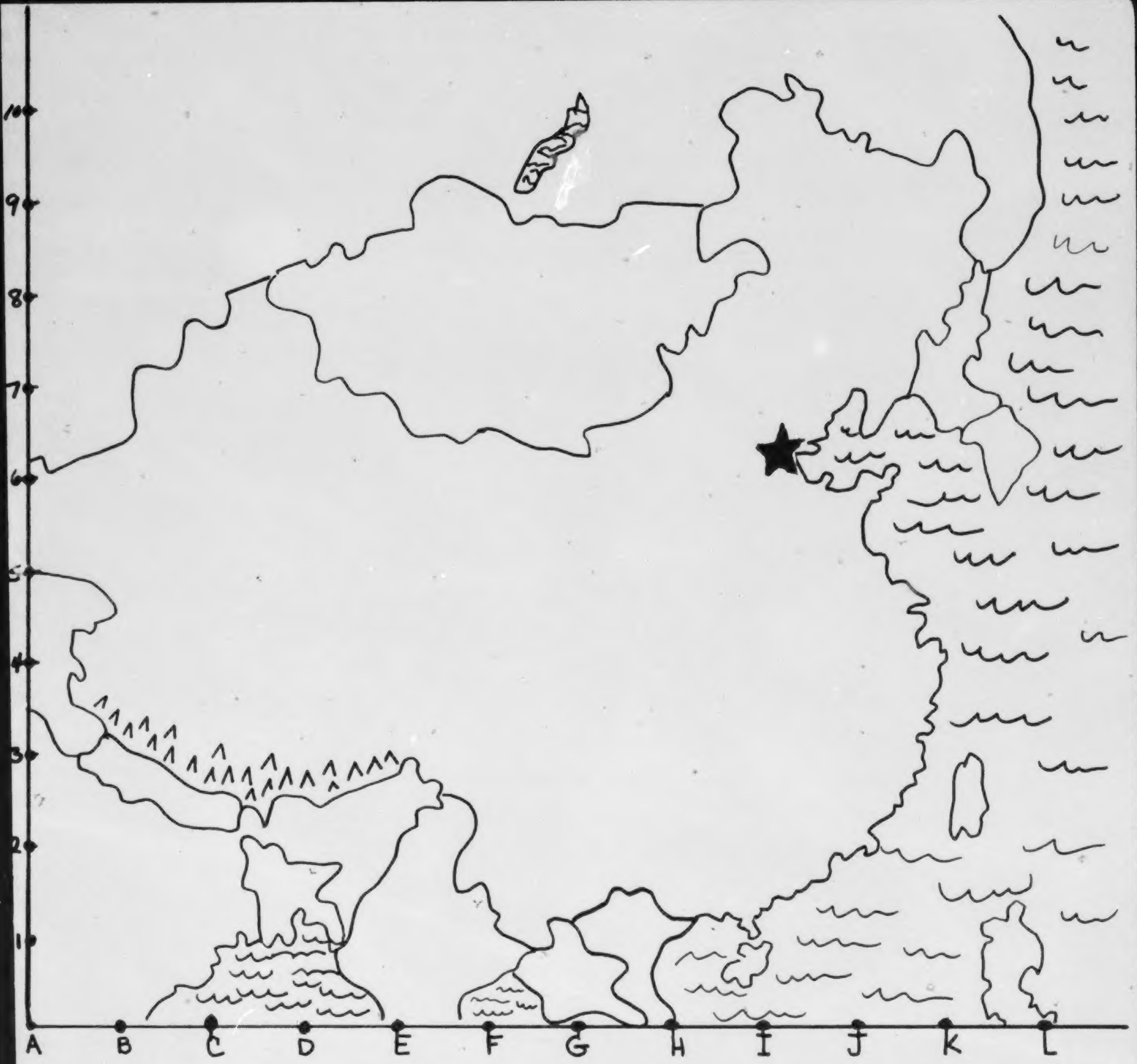
TIME AND ORGANIZATION: (75 minutes)

Activity (1) will take approximately fifteen minutes.
Activity (2) will take approximately twenty minutes.
Activity (3) will take approximately fifteen minutes.
Activity (4) will take approximately seven minutes.
Activity (5) will take approximately five minutes.
Activity (6) will take approximately seven minutes.
Activity (7) will take approximately fifteen minutes and will therefore need to be done as a homework assignment provided the previous activities utilized the time alloted.

MATERIALS: Construction paper, color crayons, dittos, scissors, pencils, maps. globe, atlas, rulers.

EVALUATION: If the students are able to successfully attain the instructional objectives as stated, then the teacher may assume the students were able to understand the concepts introduced in this daily lesson plan. The teacher may evaluate class participation by the individual student, degree of interest, degree of understanding of map concepts, terms, and identification of China as a nation with boundaries, cities, etc. The teacher may base future lessons upon the needs of the students as indicated during the execution of this lesson.

HOMEWORK: The students will paste Map #1 (page 134) onto a piece of heavy paper or cardboard. The students will locate points 3B and 2H on Map #1, and designate the spots with one dot. The students will cut the land masses from the bodies of water, making a jig-saw puzzle from the map.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J
K
L

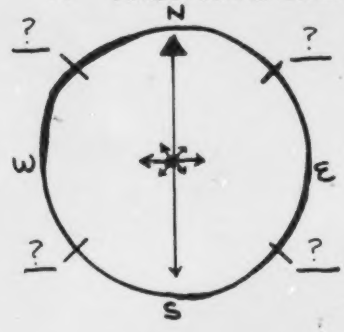
MAP LEGEND

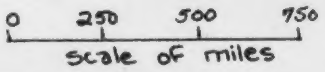
CAPITOLS ★

HIMALAYA MOUNTAINS ^^^^^

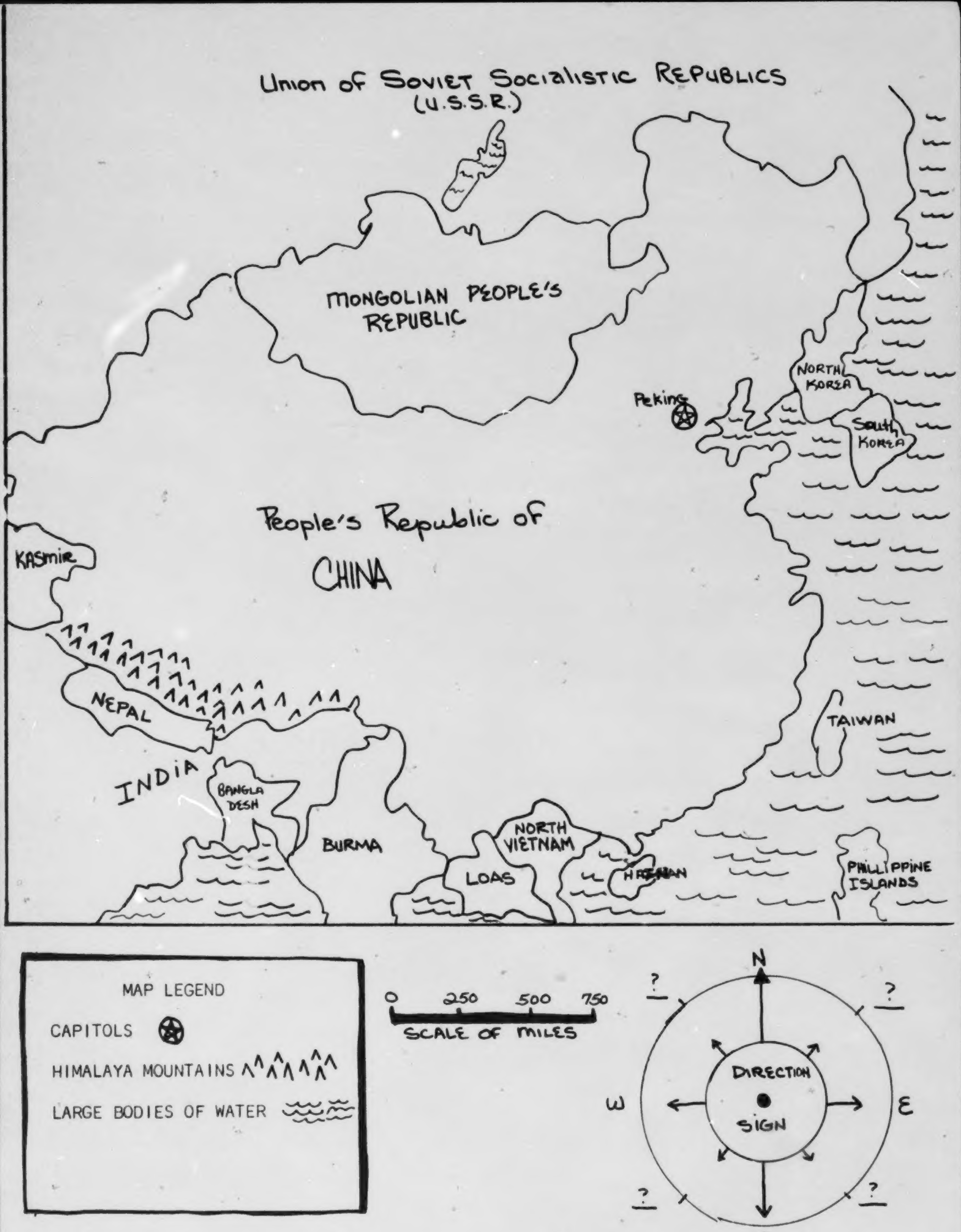
LARGE BODIES OF WATER ≈≈≈

DIRECTIONAL SIGN




0
250
500
750
scale of miles

CHINA: Find points 3B and 2H on the map and mark the area with a dot.


Union of Soviet Socialistic Republics
(U.S.S.R.)
MONGOLIAN PEOPLE'S REPUBLIC
Peking
NORTH KOREA
South KOREA
People's Republic of
CHINA
KASmir
NEPAL
INDiA
BANGLA DESH
BURMA
NORTH VIETNAM
LOAS
HAINAN
TAIWAN
PHILLIPPINE ISLANDS
MAP LEGEND
CAPITOLS
HIMALAYA MOUNTAINS
LARGE BODIES OF WATER
0
250
500
750
SCALE OF MILES
N
S
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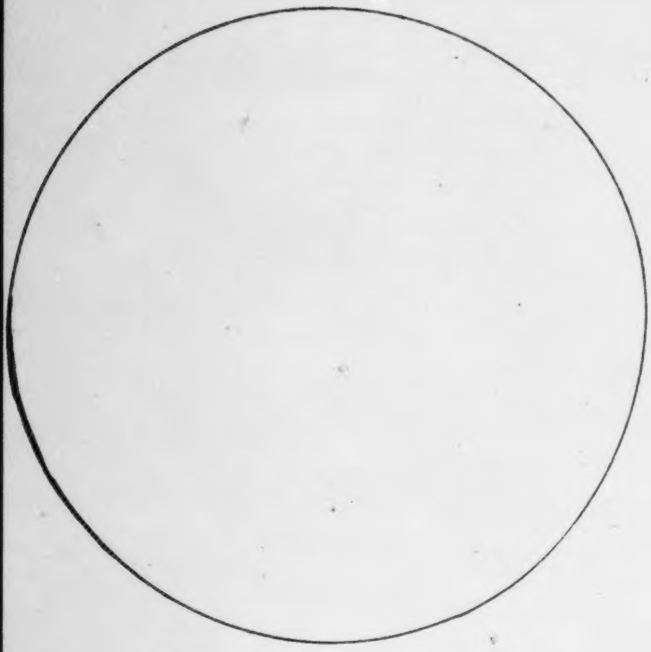
DIRECTION
SIGN

IN CHINA there are great rivers, high mountain, vast plateaus, fertile lowlands. Located in eastern Asia, China is a country of many contrasts.



PIE--WHOLE PIE

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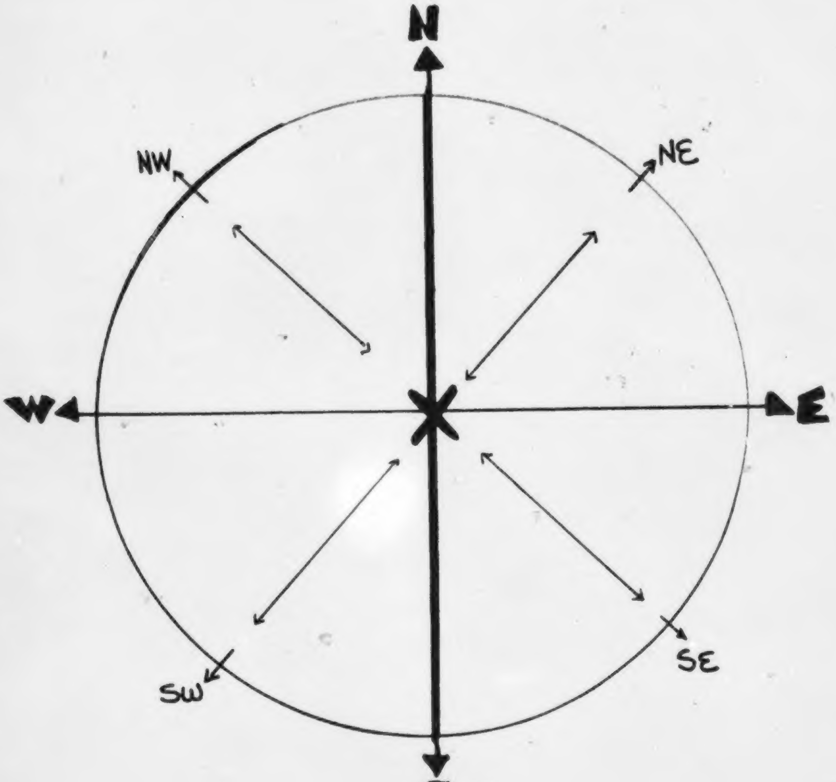
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DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

To introduce rivers, oceans, and boundaries of countries, and apply this knowlege to the concept of territorialism.

To introduce the value of river systems to city, state, and country.

ACTIVITIES:

1. Rivers and oceans and boundaries will be reviewed as to definition.
2. Rivers and oceans will be introduced as boundaries.
3. Film--(present a film or filmstrip on a local river--or a film on a river such as the Ohio River, etc.) (7 minutes)
4. Discussion of the film. Discuss the value of the river to the city or community. Discuss the value of the river to the state(s). Discuss the value of the river to the country.
5. Introduction to river systems of China.
6. Discuss importance of river systems to China (cities, areas, and country).
7. Discuss value of river systems to the city of (hometown or nearby city), to the city of Canton (China), to your state, to divisions of China, to country of the United States, to the country of China.

TIME AND ORGANIZATION:

Activity one will take ten minutes; activity two will take seven minutes; activity three will take seven minutes (or more depending upon length of film); activity four will take ten minutes; activity five will take five minutes; activity six will take five to eight minutes; activity seven will take fifteen minutes (brainstorming).

MATERIALS:

Film projector; film; maps of your city or town, your state, United States of America, China.

Ditto sheets on rivers (homework hand-outs).

EVALUATION:

The teacher, after receiving positive feedback, assumes the students are able to successfully comprehend the concepts introduced.

Note: Evaluation may read (example): Film took longer than planned; however, we touched upon concepts of boundaries. Questions pertaining to river relativity to a culture were passed out to students. Seventy-five percent of the class grasped the concepts. I must encourage the remainder of the students in their comprehension of the concepts--perhaps I can review the material, and reinforce their success.

HOMEWORK ASSIGNMENT:

River Paper--homework hand-outs.

Pre-lesson Questions: Make a ditto of the questions below. Allow the students to answer the questions before beginning the study on river systems.

CHINESE CIVILIZATION

NAME: ______________________

DATE: ______________________

RIVERS

Have you ever watched a river flow?

Where do you think rivers come from?

Have you ever wondered what happens to rivers?

Do you know anything about the Spokane River (name a local river)?

OCEANS, LAKES, AND RIVERS

RIVERS:

Have you ever looked down on a river from an airplane? If so, from your airplane, could you see that the line the river makes on the land is much like the line it makes on a map?

Can a river be a boundary? How?

Where do rivers come from?

Rivers begin in the hills or mountains. Water from rain and from melting snow runs together to make little streams. Little streams start to run down hill. Little streams come together to make bigger streams. What do we call the little stream when it joins the bigger stream? *Tributary*. The stream rushes down hills, over rocks, making pretty waterfalls. What is a waterfall? How can a waterfall be important to an area? What is *hydroelectricity*? (*Make Waterwheels, shown on page* 140A). What do men build in order to "create" hydroelectricity? *Dams*.

Running water wears away the earth and rock of the land. What do we call this process? *Erosion*.

What does erosion do to farming land? Fast flowing streams often move millions of tons of earth and rock to make deep and beautiful *canyons* or *gorges*. What is made from this earth that is moved? Where does the river deposit the earth? What is a *Delta*? What happens when streams reach lower land? Usually, they won't flow as fast as they did in the hills. Why is this so?

Some streams become large and are called *Rivers*. Other streams stay small and are called *creeks* or *brooks*.

One river ends as it gives up its water to the main stream. The smaller river is called a *tributary* of the larger river.

In places where it does not rain often, the water behind *dams* is also used to help farmers. The water goes through *canals*, large and small, to the farmer's fields. This is called *irrigation*. Irrigation can turn a desert into rich farm land. What is an *oasis?*

Rivers have always been used for carrying things from place to place. Today boats push barges of lumber, coal, and oil up and down the rivers of the United States. What do you suppose the barges of China carry up and down China's rivers? How do boats get "UP" rivers that have canals? *LOCKS*. *How do locks work?*

What happens when rivers reach the end of the land? (flow into the sea, lakes, oceans).

Look on the map to the Yangtze River. What happens when the water from the mountains reaches the low land? If the river overflows, how might the rice farmers of this area use the water? How might the rice farmers flood their fields by using the river? (Irrigation?)

What might the Chinese find in their streams, rivers, lakes, oceans, or seas to eat? Do the people of the United States eat products or food of their waters?

LEARN HOW TO MAKE A MINATURE WATERWHEEL

The Overshot Waterwheel: This waterwheel is actuated by the weight of water passing over the board blades fastened to the wheel. The water is channeled from a reservoir through a floodgate by way of a sluide. A model of this waterwheel can be made on two scales: one can be placed in a stream beneathe a waterfall and actually operate machinery; the other is based on a smaller scale and can be actuated by pouring water from a height above the wheel. Materials needed include boards of equal size (approximately three feet in diameter for the larger scale, and approximately three inches in diameter for the smaller scale), cleats, nails, and an axle with bearings. The blades will be securely fastened to two circular boards, using nails driven through the round end rims and into the ends of each blade. The circular boards will be wheel rims on the outside of the waterwheel (see diagram). The boards will need to be fastened in the direction of the water sluide, and placed approximately eighteen inches apart (larger scale) or 1.8 inches apart (smaller scale). Note diagram below:

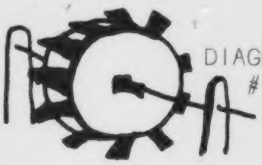

DIAGRAM #1

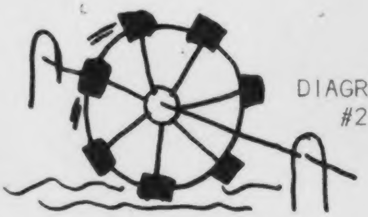

DIAGRAM #2

A tin can waterwheel can also be made. A circular board with a center hole will support the axle. Spokes radiating from the circular board and supporting tin cans at spaced intervals (see diagram) will form a windmill waterwheel.

CHINESE CIVILIZATION
FOURTH GRADE

NAME:____________________

DATE:____________________

RIVERS:

What do you think about when you see a river?

Some students said that rivers come from oceans or lakes. If rivers do come from the ocean, or lakes , where do they flow to?

Can you list any other sources of rivers? List your thoughts below:

What do you think happens to rivers?

Is there such a thing as a *dry* river?

Below, list some facts or ideas about the Spokane River (or local river):

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

To stimulate an understanding recognition of the importance of rivers to both the United States and China, the student will be able to hypothesize past, present and future uses and potentials of river systems in China and the United States. (Example: using the Spokane River in illustration to the importance of the river to our local and Expositional needs; using the Columbia River as an example of the importance it serves in the supply of fish, water power, future potential of water piping to other states; use a local river in your district or state to help the student visualize the relative importance of rivers to himself, his country, and China).

ACTIVITIES:

(1) Review homework pertaining to the students' opinions and beliefs about rivers.
(2) Review concepts of the film pertaining to the importance of the Spokane River (use a local river) in relation to the citizens of the Inland Empire and Spokane (again, use a local reference), and to the attraction of the Exposition of 1974 (use a local potential related to your city's or state's water systems).
(3) Without using cognitive analysis, the class will be encouraged to brainstorm for an array of possible products rivers may contain, or uses rivers may offer (as an example: answers may categorize into (1) food, (2) recreation, (3) transportation, (4) hydroelectricity, (5) aesthetic beauty, (6) future potential, and (7) miscellaneous.
(4) Students will receive homework assignment and instructions pertaining to the steps for completion of the assignment.

TIME AND ORGANIZATION:

Activity (1) will take approximately fifteen minutes.
Activity (2) will take approximately thirty minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately fifteen minutes.

MATERIALS:

Dittoed handouts; pencil and paper.

EVALUATION:

Students will be evaluated by means of observing their participation in class discussion.

HOMEWORK ASSIGNMENT: Each student will write a short story to be turned in the next class period, or to be read aloud in class. Subject of paper: One Day in the Life of a River whereby the student is to pretend he is either (1) the river narrating the story; or (2) the student is living near a river for one day--write what happens during the day.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will read their stories aloud in class, during which time the class will have the opportunity to be able to express (1) their creative achievements, (2) reinforce their perceptions of river systems in relation to cultural growth, and (3) apply this knowledge to class discussion in relation to the amount of credible and factual information contained within the stories.
The student will be able to draw his interpretation of his story in relation to the importance of rivers to his life, and the importance of river to all people.

ACTIVITIES:

1. The students will be allowed time to read, discuss and evaluated the stories in regards to their perceptions of river systems and the credibility of the stories in regards to the factual principles of cultural growth.

2. The students will apply their new knowledge to the drawing of rivers as being important to the student and to all people. (This may be done in the form of making a poster, a sculpture, etc.).

TIME AND ORGANIZATION:

Activity (1) will take approximately sixty minutes. (Depending upon size of class).
Activity (2) will take approximately fifteen minutes.

MATERIALS:

Homework assignments: "A Day in the Life of a River"--to be read aloud in class.
Art supplies: paper, pencil, crayons, paints, brushes, glue, scissors, etc.

EVALUATION:

The content of the stories created by the students will be evaluated according to the student's application of his knowledge and his ability to synthesize prior quantities of factual information pertaining to rivers and cultural growth.

The observations made by the teacher shall include all students in regards to their participation in class discussion.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ____________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

To recognize and define terms associated with river systems.

ACTIVITIES:

(1) Introduce and define the following terms associated with river systems: streams, tributaries, waterfalls, hydroelectricity, dams, erosion, deltas, rivers, creeks, brooks, drought, floods, canals, irrigation, locks, transportation, oasis, gorge (etc.).

(2) PLAYHOUSE REVIEW: The student will read a passage provided on a card (see page 145). The class will call out the name of the personification. (This dialogue-game helps the students recognize, define, and recall terms associated with river systems).

TIME AND ORGANIZATION:

Activity (1) will take approximately fifty-five minutes.
Activity (2) will take approximately twenty-five minutes.

MATERIALS:

Maps to illustrate river systems--(example: deltas at ends of rivers, etc.)

Cards for Playhouse Review Game.

EVALUATION:

Students will be evaluated by means of observing their participation in class discussion and application of data introduced to the recognition and defining of terms associated with river systems, as shown through use of the Playhouse Review Game.

HOMEWORK ASSIGNMENT:

Write a short story telling "What might happen if water came to the desert."
--or-- "What might happen if the rivers flooded the land."

PLAYHOUSE REVIEW

INSTRUCTIONS:

Students will be encouraged to recognize, define, and recall terms associated with river systems through the Playhouse Review Technique. Have the students select a card with the dialogue-riddle. Each student will read one riddle, and the class will respond with the correct or creative answer. Encourage the students to make-up additional questions related to the same answer, or encourage the students to create puns using the terminology introduced in the river unit.

SUGGESTIONS: Place the following riddles and answers on individual recipe cards, in boxes, in hiding places, etc. Make a game of this technique.

(1) Student: I supply land with water by means such as ditches, canals, or pipelines. I am man-made, but I am like a river. The farmers consider me to be important in successful farming. I wet their fields. In order to store water for my ditches, canals, or pipelines many great dams are being built. I bring water from mountain streams to farmers growing fruits, grains, and cotton in desert oases regions. What am I?

Class: Irrigation/irrigate.

(2) Student: Between the mountains and the brown desert sands, I am the green patches of vegetation wet by the waters of mountain streams, or irrigation. In many areas of Outer China, the land is too dry for growing crops, but with the water from the mountain streams and irrigation, I make the desert suitable for grazing livestock, growing fruits, grains, and cotton. I am green when most everything else is dead or sandy. What am I?

Class: Oases/oasis.

(3) Student: I am an artifical waterway for navigation or draining or irrigation. I was built many years ago to be used by the Chinese people. Many junks and sampans travel in my waters. In many parts of China I am used in place of roads or railroads. I am an important water highway, but I am not a river. I have many locks but no keys. What am I?

Class: Canal/Grand Canal.

(4) Student: I am over one-thousand miles long. I was built in several sections, but completed twenty-five hundred years ago by a famous Chinese warrior named Kublai Khan. I stretch between Hopeh and Chekiang Provinces. I am very old, but I am very useful to the Chinese people. What am I?

Class: Canal/Grand Canal.

(5) Student: I am a stream feeding into a larger stream, river, lake, sea, or ocean. I am important to transportation because junks or sampans can sail my waters from many areas of China and sail into a larger stream, river, lake, sea, or ocean. I am important to trade for the same reason. (I am a word containing the spelling of three other words: rib, tar, and but). What am I?

Class: Tributary.

(6) Student: I am a narrow passageway, as between two mountains. I am filled with water, but I am a dangerous passageway for junks going up and down by river, as the banks of my sides are rocky mountains. I contain many dangerous currents in my waters, as I am narrow and the water must rush through my passageway. Many times men must climb the mountains of my banks in order to pull their junks up the river. Who am I?

Class: Gorge.

(7) Student: I am not the same as a flood; I am the opposite. I am a danger to the food supply of China. I am a long period of time when no rain falls. My name means, "To Dry UP." What am I?

Class: Drought.

(8) Student: I am a triangular or fan-shaped area of land formed by the deposit of silt carried by the river. I can usually be found at the mouth of most rivers. Farmers use my rich soil for farming many crops. What am I?

Class: Delta/Canton Delta.

(9) Student: I am a plain, in Southeast China, on which the city of Canton is located. I am a triangular or fan-shaped area of land formed by the deposit of silt carried by the Si River and the Pearl River. You may be able to locate me on the map of China. What am I?

Class: Canton Delta/Delta.

(10) Student: I am the electricity produced by waterpower. The force of rushing water runs generators that produce me. I help the Chinese maintain and create new industries. I am very important to a growing industrial and powerful nation. Most everyone in the United States uses me also. Can you guess what I am?

Class: electricity/hydroelectricity.

(11) Student: Why's a clock like a river?

Class: Neither runs very long without winding.

(12) Student: When did the river overflow its banks?

Class: When it got too big for its bridges!

(13) Student: What did the dirt say when it rained?

Class: "If this keeps up my name is mud!"

(14) Student: What has a mouth but doesn't speak, and a bed it doesn't sleep in?

Class: A river.

(15) Student: What stays in bed and runs East and West?

Class: The Yantze River.

(16) Student: What is rare when in the oyster shell, but a river outside of the oyster shell?

Class: The Pearl River.

Note: Encourage the students to invent their own playhouse review riddles and puns. A day may be spent researching riddles such as these--often a riddle or joke helps to reinforce the learning of such concepts.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will discuss and define the economical conditions caused by floods.

The students will discuss and define the economical conditions caused by drought.

ACTIVITIES:

1. The students will read aloud in class their own stories, or the stories of their classmates, during which time the class will have the opportunity to be able to (a) express creative achievements of the author-student, (b) reinforce student perceptions of river systems in regards to drought, desert, and floods.
2. The teacher will read the story, "The Magic Dike".
3. The students will be asked to discuss the plot of the story in their individual groups of three to four students.
4. As a class, the students will be asked to discuss the threat of the dike allowing the sea to flood the land.

TIME AND ORGANIZATION:

Activity (1) will take approximately thirty-five minutes.
Activity (2) will take approximately fifteen minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately fifteen minutes.

MATERIALS:

Student homework: stories assigned in previous lesson--a short story telling "What might happen if water came to the desert" or "What might happen if the rivers flooded the land."

Short story, "The Magic Dike", by Bruce M. Mitchell.

EVALUATION:

If the students were able to successfully attain the behavioral objectives as stated above, then the teacher may assume that the instructional input was effective.

HOMEWORK ASSIGNMENT: Draw a picture of the "Magic Dike" to be used in the making of a bulletin board display.

THE MAGIC DIKE

By Bruce M. Mitchell

Many years ago a Chinese boy named Pan Ku created stories which were not true. Pan Ku sometimes walked in the countryside, terraced in rice patties, or along the Whang Ho River that flowed near his family's village. He traveled in hopes of discovering ideas for his exaggerated tales.

Pan Ku delighted much in the making and telling of so many untrue, and sometimes impossible adventures. Many people of his village listened to his tales, agreeing that Pan Ku was very clever in sharing the joy of stories, but each farmer returned to his work in the fields saying, "Pan Ku's adventures are only his to confess."

Everyone, even Pan Ku's father and mother would say, "Pan Ku will someday invent an adventure that will create dangerous trouble."

One day his uncle came to visit the family of Pan Ku. Pan Ku's uncle consented to walk in the hills of the countryside, and down to the Whang Ho River Dike with Pan Ku.

Now, Pan Ku and his uncle were strolling the path next to the Whang Ho River Dike when Pan Ku began to tell his uncle another of his many untrue tales. His tale was of a snake that lived near Pan Ku's village. Pan Ku said this snake was unusual because it could sing.

"I saw a snake once that could sing a song. It sang and sang for many hours, and as it sang it grew in size. It grew so long and big that it was able eat a water buffalo. It grew longer and bigger until it was larger than the junks in our rivers. And all the while it kept singing and singing and growing!"

"That was an unusual snake, indeed!" said the uncle to Pan Ku.

"Do not forget, Uncle, that it sings and grows," added Pan Ku.

"I do not believe," started his uncle, "I have ever seen such a snake, Pan Ku. I do not remember ever seeing a singing snake, nor a snake that grew large enough to eat a water buffalo or a snake that grew larger than the junks that sail our wild rivers."

"It was even bigger than the Emperor's large palace."

"That is a very large and unusual snake. I hope it did not frighten you." Pan Ku's uncle pointed to a water buffalo working in a rice pattie. "This snake must have been very large indeed."

"It is true Uncle that such a snake was very large, but I was not afraid, for seeing it's two heads made me laugh."

"Pan Ku, it had two heads?" asked his uncle.

"Yes, Uncle, it had two heads, and one of the heads was the color of a setting sun, the other head was the color of the sea."

"Two heads! A red head, and a blue head! Indeed, this is a very strange snake. And to be big enough to eat a water buffalo or to be big enough to make our large junks seem small is very rare! Were you close to this unusual snake?" asked the uncle.

"Yes, Uncle. I was close enough to this strange snake. I was so close that I could hear it singing a song about a rat it had eaten before it ate the water buffalo that morning."

Pan Ku and his uncle continued along the path toward the bend in the path next to the Whang Ho River Dike, as Pan Ku told more and more of this untruth.

"Did you look carefully at this snake of which you speak?" asked the uncle.

"Yes, Uncle, I did look carefully at this two-headed, singing, growing snake."

"And it had a red head and a blue head?"

"Oh! Yes, Uncle!"

"And it was bigger than that water buffalo we saw?"

"Much bigger," replied Pan Ku.

"And it could sing songs. This snake is indeed difficult to understand. This tale is almost as difficult to understand as the dike we will soon see."

"What dike, Uncle?"

"It is the oldest section of this Whang Ho River Dike. It holds back the mighty Whang Ho River. We will soon be walking past this section. Dikes are worthwhile to our farmers and villagers, for they keep wild rivers like the Whang Ho from flooding the land, drowning the people and animals, and destroying crops and homes. However, this section of the dike is most unusual, Nephew."

"I do not understand why it is unusaul, Uncle," said Pan Ku.

"The Story of the Whang Ho Dike is the strangest of many stories, Nephew, because it is worthwhile to our farmers and villagers in a special way."

"What strange story, Uncle? Please tell me." Pan Ku was eager to listen to his uncle's strange story. "Please tell me of the magic dike!"

"Ah, this is a very strange story about a very strange dike. This dike is unlike all the other dikes in China. If anyone ever says anything that is not true, the dike hears his words. The dike hears the untrue words whether the speaker is near the dike or far away from the dike. The dike can hear every speaker in all of China. The dike is wise in knowing which tales are true and which are not true. The dike knows about all of the untrue stories that are ever spoken. The dike will not allow anyone who speaks untruths to walk along the path of the Whang Ho River Dike," said Pan Ku's uncle.

"How is it that this dike can stop the speaker of untruths from walking the path, Uncle?"

"It is said by many that the dike magically lets the wild waters of the Whang Ho River flood the land, drown the people and their animals, and destroy crops and homes. This dike is said by many to drown the speaker of untruths who creates dangerous troubles."

Pan Ku did not think he enjoyed the last part of his uncle's story.

"What happens to such a person?" Pan Ku wondered.

"They say that such a person is never seen again. He is buried in water," replied his uncle.

Pan Ku thought and thought about the magic dike. He thought about the story he had told his uncle. He thought about other untrue stories he had told his friends and parents. He began to worry.

"Uncle, are we nearing the oldest section of this Whang Ho River Dike?"

"Yes, my Nephew. The magic dike is just beyond this bend in the road. You will soon be able to see the magic dike of my strange story."

Pan Ku had not hoped to hear those words. He began to lag behind his uncle. He sat down in the road and held his foot.

"What is the matter with your foot, Nephew? Did you step on a rock?"

"No, Uncle. I am very tired. Perhaps we should turn back."

Pan Ku's uncle continued to walk.

"Just around the next turn is the dike. Hurry, Pan Ku."

Pan Ku looked at the path. The turn was not too far now.

"Uncle, I'm very hungry. Let us go home now." But Pan Ku's uncle continued to walk. He was nearly to the bend.

Pan Ku worried himself into sickness from fear that the magic dike would bury him in water, flood the fields, kill the villagers and their animals, and destroy his village. Pan Ku could bear his unconfessed deeds no longer.

"Uncle, Uncle!" cried Pan Ku. "There is a truth I must tell you."

His uncle stopped until Pan Ku could catch up with him. Then they walked on together.

"Uncle, that snake was not larger than a water buffalo. It was not larger than the junks that sail the wild waters of the Whang Ho River. It was a snake of small importance in size."

"Pan Ku, I am very happy that you told me that. Come. We are within close distance of the magic dike."

Pan Ku saw the dike. He recalled his uncle's earlier words: "This dike is unlike all the other dikes in China. If anyone ever says anything that is not true, the dike hears his words. The dike can hear every speaker in all of China." Pan Ku thought about the dike and how it punished speakers of untruth. He thought about the flooding of land, and the making of a watery grave. Pan Ku wondered if the water of the wild river would pour out on him.

His uncle walked close to the magic dike. "Come, and do not delay, Nephew. Does your slow walking pace speak your fear of the Whang Ho River Dike?"

"Oh, Uncle. My pace speaks of one need--to confess myself further. The snake was not only a snake of a smaller size, but of only one head. It was not red as I before said, but the color of soil. It's voice was silent in singing, for it was but a small, brown, and songless snake."

"Of what you confess is good to hear, Pan Ku."

"What of the magic dike, Uncle? Will it hear my truths? Will it allow the wild waters to flood in anger?"

"I'm sure the dike will no longer threaten our journey. Take my hand, Pan Ku, and we will finish our walk."

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

(1) The student will be able to illustrate his/her understanding about rivers and bodies of water in relation to people through a written assignment.

(2) The students will be able to illustrate their understanding of the terms introduced in the last lesson, through their use of the terms pertaining to the relationship of rivers to land formations and population activity (trade, industry, farming, transportation, etc.)

ACTIVITIES:

(1) The student will be told to pretend he is a rice farmer; his crop is near harvest, and the river floods the land. He is to imagine the consequences and write them in a story.

(2) The students will write about the rivers, in relation to use in trade, in industry, in farming, in transportation, etc., pretending that they are Chinese farmers.

TIME AND ORGANIZATION:

(1) Activity one will take approximately twenty-five minutes.
(2) Activity two will take approximately thirty-five minutes.

MATERIALS:

Pencil and paper; maps.

EVALUATION:

Papers will be evaluated in relation to application of terms, facts, rationalization, and creativity.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will be able to research definitions of river terms in groups.

ACTIVITIES:

The class will be divided into groups of three students each, and encouraged to use reference sources in researching definitions of terms and concepts relation to three major areas: rivers, floods, delta. The suggestions listed on page _____ may serve as an aid in directing this activity. (The groups must find answers or solutions through cognitive, creative skills; through research, group discussion, brainstroming--the objective: basically, no teacher aid unless requested).

TIME AND ORGANIZATION:

Activity one will take all class period.

MATERIALS:

Ditto hand-out sheets. Pencil and paper. Research cards and research books. Maps.

EVALUATION:

Students will be evaluated in observation of their participation in group research, their translation of the research material, and their individual ability to interpret and classify without direct instructional (teacher) assistance.
Evaluation will be based upon the success of completing the objective.

HOMEWORK ASSIGNMENT:

PROGRESS THROUGH GROUPS

INSTRUCTIONS:

Divide the class into groups of three students. List the groups on a ditto sheet, addressing each group by a letter of the alphabet, consecutively (Group A, Group B, Group C., etc.). To each group, assign one of the three topics: floods, rivers, deltas.

Example:

Group A--	Lori Rick Nigel	floods
Group B--	Billy Jimmy Leslie	rivers
Group C--	Shirley Bob Martin	deltas
Group D--	Davie Dale Nancy	floods

Provide research books, research cards (found on page 163), and teacher reference during the activities. Activities include the group research (Groups assigned "floods" will complete ditto one, page 159 ; Groups assigned "rivers" will complete ditto two, page 160 ; Groups assigned "deltas" will complete ditto three, page 161). When each group has completed the initial ditto sheet, have them answer the questions on ditto four, page 162 .

DITTO ONE: RIVERS--GROUP

What is a river?

How can rivers help people?

Do people ususally build and live near rivers? If you say "yes", why do you say "yes"? If you say "no", explain why.

What is drought?

How can drought be bad for people?

Can drought be bad for animals? Why?

What is a dam?

How can dams help people?

What is a flood?

DITTO TWO: FLOODS--GROUP

Explain how floods might help people.

Explain how floods might hurt people.

Can floods destroy crops? How?

What is a tributary?

Once a river has joined another river, do we still think of the "new" river as two separate rivers? Why?

What does "irrigate" mean?

How do the farmers of the United States irrigate their fields?

How do the farmers of China irrigate their fields?

Which method (canal, pipelines, ditches) is faster?--the irrigation process employed in the United States or the irrigation process used in China?

DITTO THREE: DELTAS--GROUP

What is a delta?

How is a delta formed?

What is a delta made of?

What is an oasis?

Where do you usually find oases? Why?

What is a canal?

What canal in China did we discuss? What was so unusual about this canal?

What is a canal lock? How do canal locks work?

How are canal locks useful to people?

What is hydroelectricity?

DITTO FOUR: ALL GROUPS ANSWER THE FOLLOWING QUESTIONS.

What do you think about when you see a river?

What is a river?

How is a river important?

What is a flood?

How is a flood important to people?

What is a delta?

How is a delta important to people?

DESIGN FOR RESEARCH CARDS

GORGE: (*gawrj*)

a narrow passageway, as between two mountains.

Questions to ask yourself:

How are gorges made?

How is a gorge a passageway?

Do gorges contain water? Always?

Are there any gorges in the United States?

Are there many gorges in China?

How might a river flowing between the two mountains forming a gorge be traveled upon?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students construct a relief map of China--emphasizing the number of gorge areas.
2. Have the students write and act out a play based on the plot of traveling up a gorge.
3. Have the students write and manipulate a puppet show depicting the life of laborors pulling the junks up the gorges.
4. Allow the students to research further for information pertaining to gorges. (This may become a topic for the science class).
5. Encourage the students to study the land formations of China in comparison to the land forms of the United States, Norway, etc.
6. Encourage the students to create their own projects in relation to this topic.

DESIGN FOR RESEARCH CARDS

DELTA:

a triangular or fan-shaped area of land. Formed by deposits of mud and sand (silt) at the mouth of a river.

Questions to ask yourself:

Do all rivers have deltas?

Can you think of rivers in the United States that have deltas?

Can you think of rivers in the United States that do not have deltas?

Can you think of cities in the United States that are built on or near deltas?

Can you find deltas on a map of China?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students construct a relief map of China, identifying the number of major delta regions in China. (Compare with a population map).
2. Have the students write and act out a play based on the plot of life in a delta region in (a) China, and (2) the United States.
3. Have the students write and act out a comparison of life styles (1) river culture to (2) ocean culture. (land culture to island culture; ravine culture to desert culture; etc.)
4. Have the students present a puppet show depicting the life of peasants living near the source of the river which carries soil away from their area to the delta. (Have the students think of methods or technology they could invent in order to prevent the river from carrying away the soils of their lands).
5. Allow the students to research further for information pertaining to deltas. (This may become a topic for the science class).
6. Encourage the students to study the land formations of China in comparison to the land forms of the United States, Norway, Sweden, Africa, etc.
7. Encourage the students to create their own projects pertaining to deltas.

DESIGN FOR RESEARCH CARDS

PEARL RIVER:

a river in South China that flows from the city of Canton to the South China Sea.

Questions to ask yourself:

How might the Pearl River be important to the city of Canton?

How might the Pearl River be important to the people living near the South China Sea?

How might the Pearl River be important to trade between Canton and people near the Couth China Sea?

Why might the Pearl River be important to South China?

Why might the Pearl River be important to all of China?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the student construct a relief map of China--coloring the river systems in blue and labeling each.
2. Have the student write and act out a play based on the plot of "Life on the Pearl River".
3. Have the students write and act out a play based on the plot of "Life on the (local name) River."
4. Have the students present a puppet show depicting the life of people living beside the Pearl River.
5. Have the students present a puppet show depicting the life of people living beside a different river.
6. Allow the students to research further for information pertaining to rivers. (This may become a topic for the science class).
7. Encourage the students to study the river systems of China in comparison to the river systems of the United States, Canada, Mexico, etc.
8. Encourage the students to create additional projects.

DESIGN FOR RESEARCH CARDS

HYDROELECTRICITY: (hi dro ee lek TRIHS uh tih)

Electricity produced by waterpower. The force of rushing water runs generators that produce electricity.

Questions to ask yourself:

Where are the generators that help produce the electricity?

How might hydroelectricity help the Chinese maintain and create new industries?

Is hydroelectricity important for a powerful nation? Why or Why not?

Is waterpower the only producer of electricity? List some other possibilities if you can think of substitutes.

Where does the water forced through the generators that produce electricity come from?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the student construct a relief map of China--letting the student decide where dams should be built, identifying dams that have already been built, and dams that no longer serve a purpose.
2. Have the student role-play the construction of a dam.
3. Have the student role play the management of the first dam built in China.
4. Have the student interview other students regarding the necessity of building dams.
5. Have the students invent machines, objects, etc. that will utilize this energy created by new dams.
6. Allow the students to research further for information pertaining to dams, hydroelectricity, industries, economy, etc.
7. Encourage the students to create additional projects.
8. Encourage the students to compare the Grand Coulee Dam (local name) of the United States with the dams of China.

DESIGN FOR RESEARCH CARDS

OASES (*o AY seez*) *or* (plural of *oasis*)

fertile areas in a desert, where there's enough water to permit vegetation to grow.

Questions to ask yourself:

Is an oasis on a river? Why or why not?

Is an oasis a river? Why or why not.

How is an oasis important to people living in the deserts of China?

If you were living in the deserts of China, where would you want to live? Far away from an oasis? Near an oasis? Why?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the student construct a desert environment--encourage him to build palm trees, a tent (minature, or life size). The student may wish to use this construction in a role playing situation in relation to "Life on a Desert".
2. Allow the student to present a play depicting life on a desert.
3. Have the students create methods of changing a desert into a tropical paradise.
4. Have the students write a television commercial selling land in China's desert regions.
5. Have the students sing a song about the mirages of the desert, (example: "Cool Water", "How Dry I Am, " etc.)
6. Encourage the students to create additional projects pertaining to deserts.

DESIGN FOR RESEARCH CARDS

CANTON DELTA:

the plain, in Southeast China, on which the city of Canton is located.

Questions to ask yourself:

Can you find the Canton Delta on a map of China?

If you can find the Canton Delta on one of your maps, put an "X" on it. What city is it near? Why might it be called the Canton Delta?

Of what importance might the Canton Delta be to Canton?

Of what importance might the Canton Delta be to Southeast China?

Of what importance might the Canton Delta be to all of China?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the student role play the planting of the rice crop in a delta region such as the Canton Delta.
2. Have the student role play the marketing of crops and goods in a delta region such as the Canton Delta (Hong Kong, Kowloon, etc.)
3. Have the students create additional projects pertaining to the economical conditions persisting in the Canton Delta region.

DESIGN FOR RESEARCH CARDS

IRRIGATE:

to supply land with water by means such as ditches, canals, or pipelines.

Questions to ask yourself:

By which of the above means would be a faster method: (ditches, canals, or pipelines)?

Which of the above means do the Chinese farmers use?

What Chinese crops need to be irrigated?

What U.S. crops need to be irrigated?

How do methods and crops of the United States' and China differ?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students build a water wheel, and explain its function.
2. Have the students invent new means of irrigating land.
3. Have the students write a soap commercial informing the people of China that this particular brand of soap will not pollute the water contained in their irrigation ditches. Have the students hypothesize why ecology might be an important factor in the irrigation of land.
4. Have the students look at a map of China. Ask them where they would place irrigation ditches. Have the students explain their plans.
5. Encourage the students to create additional projects pertaining to irrigation.

DESIGN FOR RESEARCH CARDS

TRIBUTARY:

a stream feeding a larger stream, river, lake, sea, or ocean

Questions to ask yourself:

If one large stream and one small stream come together to make one stream, which stream is the tributary?

How can a tributary be important to transportation means in China?

How can a tributary be important to transportation means in the United States?

How can a tributary be important to trade in China?

How can a tributary be important to trade in the United States?

How are tributaries important to China?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students locate tributaries on a map of China. Have the students locate tributaries on a map of the United States. Have the students discuss their findings.
2. Have the students make a relief map of China, labeling the various tributaries. Have the students explain the benefits and/or dangers of a country having so many tributaries.
3. Have the students pretend they are fish. As fish, they are trying to get from the Si River to the Yangtze River--which tributaries, if any, would they need to swim in order to make this change?
4. Encourage the students to create additional projects pertaining to tributaries.

DESIGN FOR RESEARCH CARDS

CANAL: *(canal)*

an artifical waterway for navigation or draining or irrigation

QUESTIONS TO ASK YOURSELF:

How can you navigate in a canal?

How do you use a canal for draining?

How can you use a canal for irrigation?

How do the people of China use canals?

How do the people of the United States use canals?

How do people of other countries use canals?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students locate possible canal regions on a map of China--encourage the students to speculate as to sites of existing canals.
2. Have the students construct a minature canal, utilizing a shoe box, popsicle sticks for locks, and minature boats.
3. Have the students conduct experiments with the water levels of models made to resemble the steps of canal-lock operations:
    a. Use an aquarium filled 3/4 with water.
    b. Use a glass sheet with molding clay that is water proof.
    c. Use a cork that is about an inch square in volume.
    d. Place the sheet of glass into the aquarium and allow the clay to harden before the water is placed into the aquarium. After the clay has dryed, pour approximately three-fours of the tank on the one side of the glass. Pour sand into the other side of the glass--about two-thirds of this side of the tank should be filled with sand. Allow the students to speculate what water level will have to be attained before the cork (ship) will be able to float on the side of the sand. Will they need to add water to one side? Will they need to open up the locks of the canal'(remove the sheet of glass?

DESIGN FOR RESEARCH CARDS

GRAND CANAL:

a canal in China which stretches between Hopeh and Chekiang Provinces. It was built in several sections, first construction ending in 486 B.C., the remainderbeing completed by Kublai Khan.

Questions to ask yourself:

HOW MIGHT THE GRAND CANAL HAVE BEEN USEFUL TO THE CHINESE PEOPLE IN EARLIER TIMES?

HOW MIGHT THE GRAND CANAL BE USEFUL TODAY IN CHINA?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students locate the Grand Canal on a map of China.
2. Have the students role play the construction of the Grand Canal.
3. Have the students hypothesize "why" the building of the Grand Canal was necessary. (Ask the students: "If the rivers allow people to travel from East to West, what allows them to travel from North to South?" No natural aide was available for transportation means, so. through technology of Pre-Modern China, the building of the Grand Canal became necessary . . . .).
4. Encourage the students to createadditional projects pertaining to the Grand Canal (canals--topic).

DESIGN FOR RESEARCH CARDS

DROUGHT: (draut)

a long period of time when no rain falls.

Questions to ask yourself:

What do droughts do to the food supply of China?

Are droughts the same as floods? Why or why not?

What might cause a drought?

PROGRESS IN PERFECTION:

(Additional Suggestions)

1. Have the students role play the life style of a person having lived in a desert (a) from birth, (b) from the age of ten (is presently 78 years old), (c) for the last ten minutes (flown in by airplane). (Encourage the students to hypothesize the extent of adaptability and flexibility of environmental factors in relation to Man's endurance of severe climatic conditions.
2. Have the students hypothesize what happens when an area has been subject to many months of drought and flash storms occur.
3. Have the students define the conditions under which "flash floods" are likely to occur.
4. Encourage the students to create additional projects pertaining to drought.

DAILY LESSON PLANS: ____ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will identify at least two economical attributes of the river systems in China to the development of the Chinese Civilization: Pre-Modern and Modern China.

ACTIVITIES:

1. The students will listen to the story "Junks On The Yangtze", read aloud in class.
2. The students will at a map of China and identify the Yangtze River.
3. The students will discuss the trade attributes the Yangtze River provides.
4. The students will discuss the opportunities the Yangtze River provides for the people in the Yangtze River Plain.
5. The students will hypothesize the economical attributes of the Yangtze River to South China.
6. The students will trace the Yangtze River from its mouth to its source, noting that the Yangtze River source is located in Tibet (OUTER CHINA).
7. The students will be introduced to the Three Major Regions of China through the Individual Activity Learning Packets.

TIME AND ORGANIZATION:

Activity (1) will take approximately twenty minutes.
Activity (2) will take approximately two minutes.
Activity (3) will take approximately five minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately ten minutes.
Activity (6) will take approximately two minutes.
Activity (7) will take approximately twenty-five minutes or until the individual students have completed the packets they have attempted.

MATERIALS:

Short story: "Junks On The Yangtze".
Map of China.
Individual Activity Learning Packets: Climate; Three Major Regions Of China; and Land Forms and Climate Regions of North China, Land Forms and Climate Regions of South China, Land Forms and Climate Regions of Outer China.

EVALUATION: If the students are successful in attaining the above instructional objectives, then the teacher may safely assume the students were able to successfully interpret and utilize the concepts introduced in this daily lesson.

JUNKS ON THE YANGTZE

By Bruce M. Mitchell

Chu Teh and Chen Yi were two happy Chinese Junks who lived on the Yangtze River which flows right through the middle of China. Even though they had to work very hard each day they loved their life on the river as they hauled their heavy cargos from port to port. Over the years Chu Teh and Chen Yi became very good friends. They would greet each other happily whenever they passed on the river. On returning home to their docking places in Shanghai they would talk about their trips and the sights they had seen on the mighty river. One day Chu Teh heard some men talking nearby.

"I would like to use your boat to haul some textiles that I want to pick up near the mountains."

"Ah, you cannot go up the river that far, it is too dangerous!" said Ho Chien, the owner of Chu Teh, the junk.

"But, I must. For I have many orders from the marketplace. People need my goods. If you will let me take your junk I will make much money. I will pay you well."

"Very well," replied Ho Chien, "I will let you."

Chu Teh was very sad that night when his junk friend, Chen Yi, returned from his daily trip on the river.

"A man is going to take me near the mountains today. The gorge is very deep and hard to travel. I fear I may never see you again."

"Ah, that is very dangerous to go so far," said Chen Yi. "Do be careful, old friend! I will be thinking of you all the time."

The next morning bright and early the man started sailing Chu Teh, the junk, up the river. It was very early and the waters were quite cold as they splashed against his bow. It was July and the river was very high from heavy rains. But Chu Teh was a proud junk as he sailed up the second largest river in the world. "I wonder what my good friend Chen Yi is doing now?" he wondered.

They sailed and sailed past the city of Chinkiang to the capitol city of Nanking. Several days later they sailed past Nanking and on to the industrial city of Hankow. Chu Teh had never seen so many factories before. Even though he was very lonesome for his friend Chen Yi, he was glad that the river was so calm, even though it was running very high. He knew how dangerous the Yangtze could become. Chen Yi told him of the terrible flood of many years ago which destroyed villages, ruined farms, and killed over a million people. But the Chinese people had great patience. They rebuilt the damaged areas and started all over again. And Chu Teh knew he was lucky he was not on the Hwang Ho River to the north which had many more floods than the Yangtze River.

As Chu Teh flowed along, the winds filling his sails, he saw the Chinese farmers along the banks harvesting their rice crops.

On the north side of the river other farmers harvested their crops of beans and millets. All of them worked very hard in the warm summer sun and Chu Teh was glad that he was able to float in the cool water. But he would sure be glad to see his friend again and get home to Shanghai. Chen Yi liked to tell him stories. Once he told him the story of Yu, a Chinese man who built a dike from the Yangtze to the Hwang Ho River so that they were connected. They even made the canal larger so it went clear north to Peiping and south to Hangchow. This happened nearly twenty-five hundred years ago, and the canal was about twelve hundred miles long. The stories of Chen Yi were so interesting. How he missed them now.

Chu Teh noticed the high dikes along the banks of the river which were used to help prevent floods. Sometimes the river would rise so high that the dikes would break. Some of the Chinese people liked to blame this on the river dragons who sometimes got mad. But Chu Teh knew that this was only an old Chinese proverb. All of a sudden he saw another city with lots of houseboats anchored at the water's edge. There were lots of people living on the boats. He realized that he had reached the city of Ichang where their real adventure was to begin.

Chen Yi had told him many exciting stories about the part of the river between Ichang and Chunking. The 350 mile distance is extremely dangerous for a junk to travel. The river is very rough but the scenery is beautiful. There are miles of cliffs which are thousands of feet high. Chu Teh grew frightened as he remembered Chen Yi's stories of the twenty-five day trip he took from Ichang to Chunking when he was a much younger junk. How he wished he could see his old friend now.

At Ichang many crewmen came aboard Chu Teh. They had not been aboard Chu Teh before. He ached as the additional weight caused him to ride lower in the water. The new crewmen were called trackers. Later, they would tow Chu Teh when the water was too rough and sometimes too shallow to navigate by sail. The trackers would pull Chu Teh by tying a piece of bamboo rope around their bodies and fastening a slipknot to this rope and the bamboo towrope.

Then, in single file, the men would chant a story in order to make the time pass and to keep in step while they pulled the junk up the river from the cliffs above. Other men helped to see that the towlines cleared the sharp points of the many rocks. Their job was very dangerous for they had to dodge rocks and swim or wade through the rushing water.

The pilot worked hard to keep Chu Teh on the right course. Otherwise, the lonely junk could be dashed to bits on the rocks in the raging river. A drummer tapped rhythms to tell the men what to do. He was the direction giver. Chu Tek wished he would not drum so loud because of his sensitive ears. The helsman was the man who worked the tiller which directed the ship. He knew every inch of the Yangtze by heart. He could merely look at the surface of the water and figure out what was underneath. Chu Teh grew more and more frightened as they inched their way to Chunking. Everyone was working very hard. Although Chu Teh enjoyed the beautiful scenery along the river, he was getting more and more lonely. Oh, for just a minute with Chen Yi! How he longed for those great stories he used to tell!

Suddenly, Chu Teh felt a tremendous crash. His side ached suddenly and he was terribly frightened. What a horrible pain! The men were running around on the top deck. Everything was confused. Chu Teh was sick to his stomach due to the immense pain in his leg. Someone yelled: "Abandon ship!" But none of the old ship-hands wanted to leave Chu Teh. Chu Teh felt happy for their show of loyalty to him. But inside he was sick at heart because he thought he would never see his old friends again. And his rock bruise hurt also.

Then, all of a sudden, Chu Teh heard a terrible roar! It was the bad section of rapids Chu Teh **had** to travel before reaching Chunking. The river channel narrowed down from nine hundred yards to only three hundred yards at this point! This meant that Chu Teh would be bashed about on the rocks! Somehow, they got through the rapids. But the danger was not over, for Chu Teh was not yet docked in Chunking. When Chu Teh saw Chunking, he forgot about his aching sides. Things looked favorable, when all of a sudden a huge tug whistle was blown and right in front of them was Toughie Chiang, the steamer. The steamer was much faster than the junk. Chu had to swerve to avoid the onrushing ship, because on the Yangtze all junks and sampans must let steamers to in front of them. Chu barely made it out of the path of the steamer in time.

After this incident, Chu Teh was more than happy when they completed their business in Chunking, for he was very sore and he was afraid he had broken a couple of planks in his back. His aches and pains seemed to hurt more and as they ached, the little junk began to worry.

"Oh!----if only Chen Yi were around. He would know what to do." However, after a few days of relaxing in the sun of the harbor, the little junk started to feel better. He had no broken planks and the aches and pains were starting to go away. But Chu Teh though he would never see his friend again. He cried and cried until the other junks in the harbor told him to be quiet.

Finally, Chu Teh was loaded with supplies and ready for the long return trip to Shanghai. Past the high cliffs with their grey and green walls, Chu Teh sailed. Then they saw the beautiful gorges and the angry white water. The trip down was much faster than the other one. The pilot skillfully navigated the craft through the swirling water--down to Ichang where the water grew calm again. How the Chinese people depended upon the river! It was hard for Chu Teh to realize that the hundreds of other junks he met were carrying half of China's commerce through this difficult river. The two hundred million Chinese people who live in the Yangtze basin both loved and feared the mighty river at the same time.

Suddenly, they had passed the large cities and Chu Teh knew they were nearing home. "How tired I am," thought Chu Teh. "And, how sad." He was sure that his old friend Chen Yi would never return to him again.

"I shall not even be able to sleep. I am too sad. It does not matter that I am more tired than I have ever been before."

That night the moon came out on the river. The other junks were talking to each other. "There lies Chu Teh. He made the trip to Chunking. How brave he is. But how sad he seems. Look! He cries! I wonder why he is so sad?"

Even the beautiful moon on the Yangtze did not cheer up Chu. He made many short trips the next few days but he could hardly bear to be without a friend. He became cross and it was hard for the skipper to navigate. And a few short days later, he found himself on his way to Chunking again. Past the large cities and port towns they went. Then, finally they got to Chunking and took their cargo. They started back through the rough, rough water to Ichang and the calm part of the river. Things had not been going well. Chu Teh had a new crew of trackers and the pilot was a young man who did not yet know the river too well. Suddenly, there was a lot of yelling on Chu's deck.

"Look out for those rocks and the reef!" Chu felt a terrible pain in his windward side. He could feel a number of his planks splintering and the water rushing inside.

The trackers tugged and tugged. The drummer changed his beat. The pilot screamed at everyone and the skipper couldn't help much either. Chu Teh was stuck between the rocks. The raging river was beating him to pieces. He was so afraid and he ached everywhere. He felt that his life was nearly over. But suddenly, around the bend came a familiar face. It was Chen Yi! Chen's pilot yelled frantically to the skipper. "If we can throw them a line, we can rescue that junk."

After many tries, they finally attached a line to Chu Teh. He felt himself slowly easing away from the rocks which ground deeper into his painful side. And suddenly, he was free!

"Chen Yi, old friend, where have you been?"

"Oh, for many days they took me along the shore of the Yellow Sea to Tsingtao. We worked along the coast for many days. I was afraid I'd never see you again. But . . . how badly are you hurt?"

"I ache all over and my side is broken. But they will fix me up as good as new. I don't even care now . . . I am so glad to see you, old friend."

And so the two friends sailed back down the great river together. They were so happy to see each other that they didn't even sleep at all the first night when they returned to Shanghai. They just talked and talked and worked happily together everafter.

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to discuss the types of land forms and climates found in the three major regions of China after having completed the three activity learning packets: North China, South China, and Outer China.

ACTIVITIES:

The students will be introduced to China by use of the activity learning packets pertaining to the land forms and climates of each region. The student will work independently with the Climatic/Regions Learning Packet and take the Post-Test.

TIME AND ORGANIZATION:

This daily lesson will take approximately seventy-five minutes, or more depending upon the individual paces of the students. If more time is necessary, the students may wish to take their packets home for further study, or the teacher may extend the lesson into another day's time allotment.

MATERIALS:

The Individualized Activity Learning Packets: Land Forms and Climate Regions of North China--Climatic/Regions I

Land Forms and Climate Regions of South China--Climatic/Regions II

Land Forms and Climate Regions of Outer China--Climatic/Regions III

EVALUATION: The individual student shall evaluate his progress through the use of the individualized learning packet. The Post-Tests will be evaluated by the teacher as a means of determining the success of the student's preformance.

HOMEWORK ASSIGNMENT: Due to time allotment, the student may wish to complete his learning packets at home, providing suitable resource materials are available in the home of the student, or in a nearby library.

LAND FORMS AND CLIMATE REGIONS OF NORTH CHINA

(CLIMATIC/REGIONS I)

LEARNING ACTIVITY PACKAGE FOR STUDENTS

STUDENT'S NAME: ______________________

NOTE TO THE TEACHER

This packet is designed to help the student identify the physical and climatical features of NORTH CHINA. As China is divided geographically and politically, the distinction of regions is necessary in helping the student understand the influences these divisions have played upon the development of the Chinese Civilization. The land forms, climates, economics, politics, social organizations, and religious philosophies prevalent in each region can only be understood by the student after he becomes aware of the limitations environment plays in the growth of a culture. The student, through the working of exercises provided in this packet, will become familiar with the land forms which serve as barriers, and the climates which determine the extent of energy expounded by the people living in these conditions prevalent in NORTH CHINA. The combination of land forms and climate input will help the student comprehend the environmental conditions under which the inhabitants of NORTH CHINA must function.

Further study will provide the student with the opportunity to learn more about the food crops grown in North China, the food types characteristic of North China, the economical growth of North China during Pre-modern and Modern

China, the political strains exisiting in North China during the dynastic and modern eras of China's history, the wheel of social organization dominant in North China, the religious dominance prevalent in North China, the culture as a complex influenced by the environmental and cultivated conditions of North China, and the significance of North China to the People's Republic of China and to the student.

WHAT IS IN MY LEARNING PACKET?

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WHY I SHOULD USE THIS LEARNING PACKET

The purpose of this learning packet is to help you learn about the land forms and climates exisiting in China. You will learn about the land forms and climates existing in NORTH CHINA, one of the three major regions of China.

In order to discover the land forms and climates of NORTH CHINA, you will need to follow the instructions listed on each page very carefully. You will be allowed to learn as fast or as slow as you wish.

The concepts you will discover and learn in this packet will help you in learning and discovering the concepts introduced in your next learning packet: SOUTH CHINA.

Now, turn to the next page and read: What Should I Do In Order to Learn This Information?

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts?

TURN TO THE NEXT PAGE AND READ: WHAT WILL I LEARN IN THIS PACKET?

HOW WILL I SHOW I HAVE LEARNED?

This packet contains:

(1) a Pre-Test:	This is provided as a means of helping you and your teacher determine whether you need to complete this packet.
(2) a Study of Key Ideas:	This is provided as a means of enabling you to learn the concepts related in this packet.
(3) Thought Questions:	These questions will appear throughout the packet as a means of helping you discover key ideas by applying the knowledge you are learning.
(4) Post-Test:	This is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet.
(5) Creative Projects:	To help you remember what you have discovered and learned, you may wish to create a project in order to help you reinforce your knowledge.

In order to show that you have learned, you will need to (1) explain (2) list, (3) demonstrate, (4) prove, and (5) evaluate what you have learned from using this packet. You will be given a pre-test to determine if you need to complete this packet. If you are unable to demonstrate your understanding of the concepts tested in the pre-test, you will need to complete the packet by progressing through the (1) Study of Key Ideas; (2) Thought Questions; and (3) the Post-Test.

Later, you will be able to further study the key ideas introduced in this packet by doing projects.

You will need to pass the Post-Test in order to proceed to the Packet: SOUTH CHINA, (unless your teacher instructs you to proceed directly to other projects after passing the Pre-Test in this packet).

TURN TO THE NEXT PAGE AND BEGIN THE PRE-TEST.

PRE-TEST

What are the land forms and climate regions of NORTH CHINA?

TAKE THIS SHEET TO YOUR TEACHER FOR CORRECTION.

DO NOT TURN THE PAGE UNTIL YOU ARE SO INSTRUCTED BY YOUR TEACHER.

FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to the next packet. ________

Item two: You are ready to start working in this packet. _______

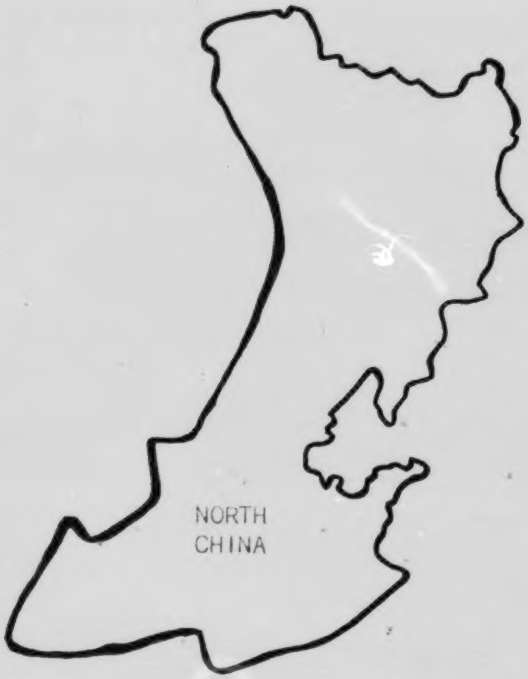
TURN THE PAGE AND BEGIN.

WHAT SHOULD I DO IF I DON'T ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

You will need to work with the (1) Study of Key Ideas
(2) Thought Questions
(3) Post-Test
(4) Creative Projects

Ready to begin? First, you will need to familiarize yourself with new terms. If you find difficulty with any of the terms introduced through the reading of the packet material, refer to your resource center for help in defining the terms.

TURN TO THE NEXT PAGE.



On this page you can see the shape of the first major region of China. It is called NORTH CHINA. Why do you think it is called NORTH CHINA?

Where is NORTH CHINA located? Look at your globe. Look for the continent of Asia. Look for the country of China. Can you find the shape that matches the shape drawn above? If so, what region of China are you looking at? ____________________(Write in the name).

In this packet, we will refer to this region by the term NORTH CHINA.

TURN TO THE NEXT PAGE AND READ MORE ABOUT NORTH CHINA.

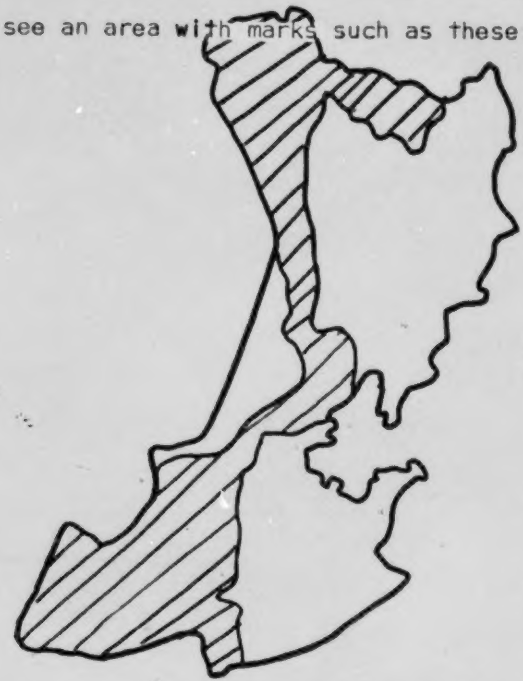
NORTH CHINA

Look at this shape of land drawn below. Do you recognize it? What is the name of this region? ______________________________.

Do you see any addition to this diagram? If so, what? ________

____

Do you see an area with marks such as these: ▨ ?



What do you suppose those marks indicate?

In this region of NORTH CHINA they indicate a plateau region. This particular plateau region is called the LOESS PLATEAU.

What is a PLATEAU? It is a flat mountain top. This area was once a moutain with steep sides. Over thousands of years, this mountain has been worn flat on top by shifting winds, monsoon rains, and other weathering conditions.

A PLATEAU is also a natural boundary. Why might this be so? The steep sides of the sides of the Loess Plateau make it sometimes impossible for travelors to climb. This PLATEAU has steep sides, a flat mountain top, and soil mixture of clay, sand, and silt deposited by the wind. This soil mixture is yellowish brown in color, and like powder, covers the ground in areas. This soil mixture is called loess. That is why this plateau is called the LOESS PLATEAU.

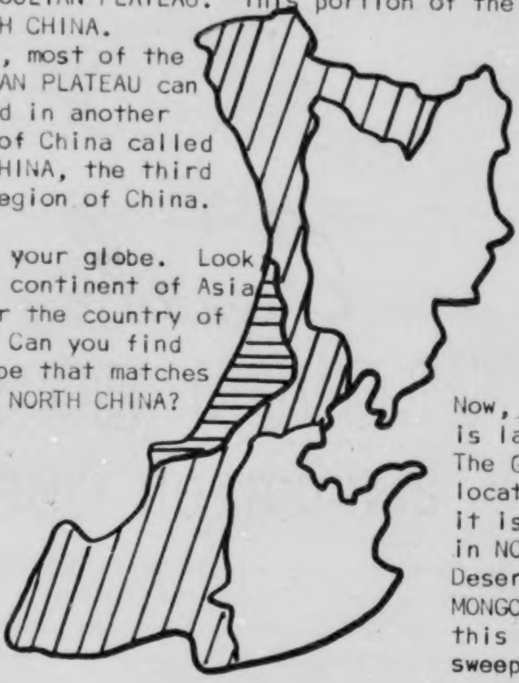
NORTH CHINA

This is also a diagram of NORTH CHINA. Do you remember where the LOESS PLATEAU is located? If so, place an "X" on the area.

When you look at the diagram of NORTH CHINA (below) you see that another area has been shaded with marks such as these: ≡

This area is also a PLATEAU. This particular PLATEAU is called the MONGOLIAN PLATEAU. This portion of the MONGOLIAN PLATEAU is in NORTH CHINA. However, most of the MONGOLIAN PLATEAU can be found in another region of China called OUTER CHINA, the third major region of China.

Look on your globe. Look for the continent of Asia. Look for the country of China. Can you find the shape that matches that of NORTH CHINA?



Now, look for the area that is labeled: Gobi Desert. The Gobi Desert is not located in NORTH CHINA, but it is very close to being in NORTH CHINA. This Gobi Desert helped to form the MONGOLIAN PLATEAU. How did this happen? The winds that sweep across the Gobi Desert cross down over the MONGOLIAN PLATEAU, and into the skies of Southeast Asia. These Great Dust Storms turn the skies red for weeks at a time.

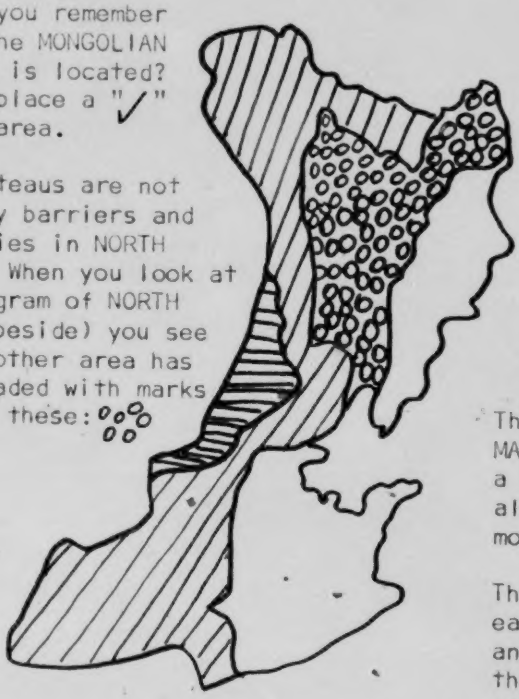
TURN THE PAGE AND READ MORE ABOUT NORTH CHINA.

NORTH CHINA

This is also a diagram of NORTH CHINA. Do you remember where the LOESS PLATEAU is located? If so, place an "X" on the area.

Do you remember where the MONGOLIAN PLATEAU is located? If so, place a "✓" on the area.

Plateaus are not the only barriers and boundaries in NORTH CHINA. When you look at the diagram of NORTH CHINA (beside) you see that another area has been shaded with marks such as these: ooo oo



This area is called the MANCHURIAN PLAIN. It is a lowland surrounded almost completely by mountains and hills.

The mountains on the east receive much rain and are able to support the forest trees with enough water.

The mountains on the west receive only enough rain to provide for the growth of grasses.

The MANCHURIAN PLAIN is an area of farms, mines, and cities. Can you guess why?

TURN TO THE NEXT PAGE AND READ MORE ABOUT NORTH CHINA.

NORTH CHINA

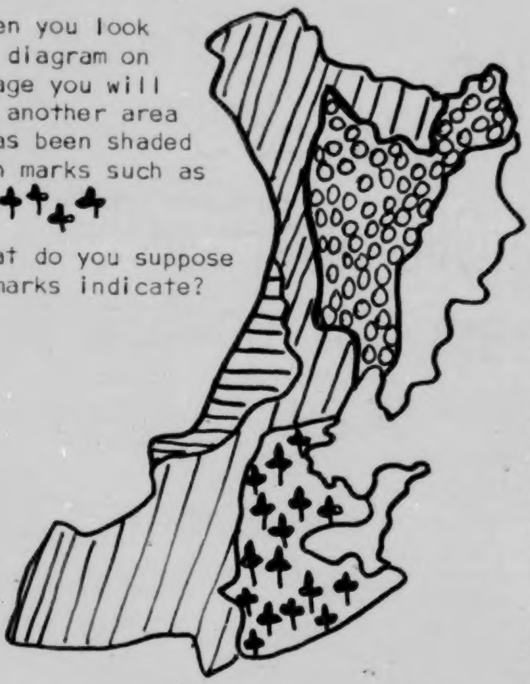
This is also a diagram of NORTH CHINA. Do you remember where the LOESS PLATEAU is located? If so, place an "X" on the area.

Do you remember where the MONGOLIAN PLATEAU is located? If so, place a "✓" on the area.

Do you remember where the MANCHURIAN PLAIN is located? If so, place a "*" on the area.

When you look at the diagram on this page you will notice another area that has been shaded in with marks such as these: ✤✤✤✤

What do you suppose these marks indicate?



This area is also a plain. It is called the YELLOW PLAIN. The Hwang Ho River flows through the Yellow Plain, carrying the silt of the Loess Plateau in its waters. This silt is yellow and is deposited on this lowland called the YELLOW PLAIN every time the Hwang Ho River floods the land. To stop this Hwang Ho River from flooding, the people have had to build dikes along the river. This Hwang Ho River is also called the Yellow River--can you guess why?

This YELLOW PLAIN is a very important area in China. It is densely populated with wheat farmers. This is also where the capital of Communist China is located. Do you know the name of this capital? It is called Peking.

To the north of the YELLOW PLAIN you can find hills and mountains. You can also find parts of the GREAT WALL. Have you ever heard of the GREAT WALL? The Great Wall was built many centuries ago as a means of protecting the farmers of the Yellow Plain from the warlike inhabitants of the northern hills and mountains, grasslands, and deserts.

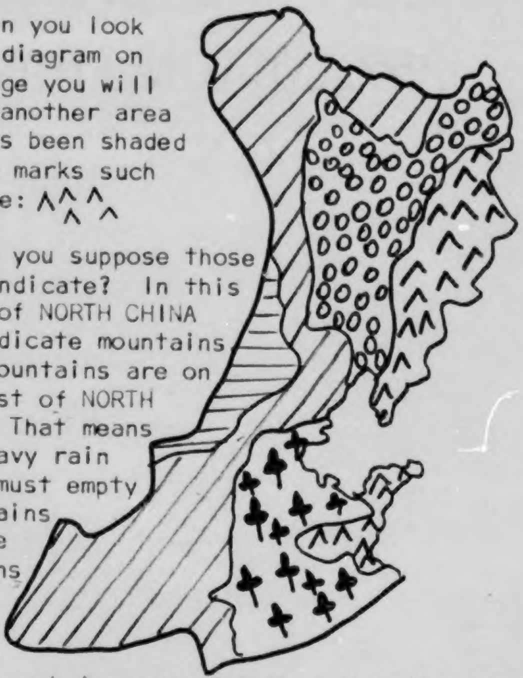
Knowing this information about the YELLOW PLAIN, would you call this area a boundary as well as a barrier? Why or why not?

NORTH CHINA

This is also a diagram of NORTH CHINA. Do you remember where the LOESS PLATEAU is located? If so, place an "X" on the area.

Do you remember where the MONGOLIAN PLATEAU is located? If so, place a "√" on the area.

Do you remember where the MANCHURIAN PLAIN is located? If so, place a "*" on the area.



Do you remember where the YELLOW PLAIN is located? If so, place a "+" on the area.

When you look at the diagram on this page you will notice another area that has been shaded in with marks such as these: ^^^^

What do you suppose those marks indicate? In this region of NORTH CHINA they indicate mountains These mountains are on the coast of NORTH CHINA. That means that heavy rain clouds must empty their rains on these mountains before they will be light enough to pass over the mountains. Therefore, much rain falls on these mountains, and they are thus covered with much vegetation called forests. Do you know any facts pertaining to forests? If so, what do you know? ______________________________

____

____

Are mountains ever boundaries? If so, how? ____________________
Are mountains ever barriers? If so, how? ____________________

These mountains are boundaries for the region of NORTH CHINA, for the MANCHURIAN PLAIN AND THE YELLOW PLAIN. These mountains are also barriers to any travelers wishing to cross from one region to another over these mountains. How might this be so? When mountains are so very hard to climb and cross, people usually decide to detour and travel on different routes. Why do you think this might be so?

TURN TO THE NEXT PAGE.

WHEN DO I KNOW I KNOW THE MATERIAL I AM EXPECTED TO LEARN FROM THIS PACKET?

(POST-TEST)

This Post-Test is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet. If you have any questions, ask them of your teacher, or refer to the Packet contents BEFORE you turn to the next page.

YOU MAY NOT GO BACK TO THE STUDY OF KEY IDEAS, THE THOUGHT QUESTIONS, OR OTHER RESOURCE MATERIALS ONCE YOU HAVE TURNED TO THE POST-TEST.

Ready? Put all materials away, and turn the page. Follow instructions carefully.

POST-TEST

Describe NORTH CHINA:

Do not turn the page!
Take this test to your teacher for correction.

If your teacher checked item number one, you will need to re-take the Post-Test. If your teacher checked item number two, you may turn the page and continue working in this packet.

Item one: Do not turn the page to the next lesson. Go back in the packet to page and re-read the material introduced in this packet. You will be able to re-take the Post-Test when you feel you are ready. _______________

Item two: You are ready to start working in the Creative Projects. Turn the page and begin. ___________

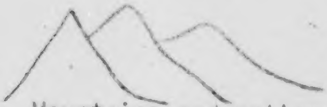
DO NOT TURN THE PAGE UNLESS YOUR TEACHER PUT A CHECK IN THE BLANK LISTED UNDER ITEM TWO, INDICATING HER PERMISSION TO CONTINUE WORKING IN THIS PACKET.

WHAT DO I DO WHEN I AM FINISHED WITH MY LEARNING PACKET?

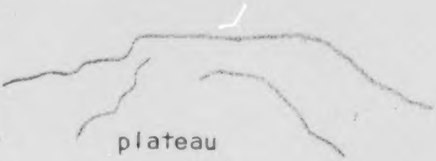
(CREATIVE PROJECTS)

These projects will help you creatively reinforce your understanding of the concepts introduced in this packet. Suggested projects are listed below. You may use the ideas listed or create your own.

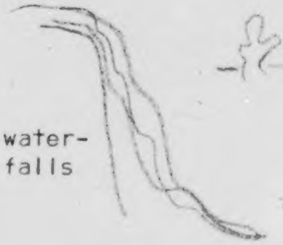
1. Below are pictures of land forms. Which might you find in NORTH CHINA? Write a story about living near such a land form in NORTH CHINA. How would living near such a land form change your life?



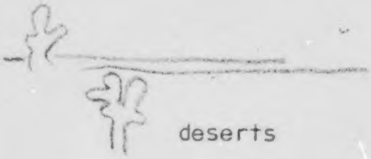
Mountains and valleys



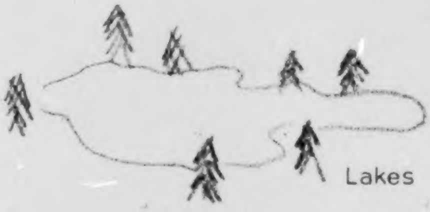
plateau



waterfalls



deserts



Lakes

2. Can you think "why" many land forms exist in NORTH CHINA? Pretend you helped form these land forms when the earth was first created--explain "why" you made the land forms present in NORTH CHINA.

DO YOU HAVE ANY OTHER IDEAS? PUT THEM TO USE. START YOUR CREATIVE PROJECTS AS SOON AS YOU FEEL CREATIVE. WHEN YOU ARE FINISHED WITH A CREATIVE PROJECT, PROCEED TO LEARNING PACKET: SOUTH CHINA.

LAND FORMS AND CLIMATE REGIONS OF SOUTH CHINA

(CLIMATIC/REGIONS)
II

LEARNING ACTIVITY PACKAGE FOR STUDENTS

STUDENT'S NAME: ____________________

WHAT IS IN MY LEARNING PACKET?

(TABLE OF CONTENTS)

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When Do I Know I Know The Material I Am Expected To Learn From This Packet? 224

What Do I Do When I Am Finished With My Learning Packet? 227

NOTE TO THE TEACHER

This packet is designed to help the student identify the physical and climatical features of SOUTH CHINA. As China is divided geographically and politically into three major regions, the distinction of these regions is necessary in helping the student understand the influences these divisions have played upon the development of the Chinese Civilization. The land forms, climates, economics, politics, social organizations, and religious philosophies prevalent in each region can only be understood by the student after he becomes aware of the limitations environment plays in the growth of a culture. The student, through the working of exercises provided in this packet, will become familiar with the land forms which serve as barriers, and the climate which determine the extent of energy expounded by the people living in these conditions prevalent in SOUTH CHINA. The combination of land forms and climate input will help the student comprehend the environmental conditions under which the inhabitants of SOUTH CHINA must function.

Further study will provide the student with the opportunity to learn more about the food crops grown in South China, the food types characteristic of South China, the economical growth of South China during Pre-modern and Modern

China, the political strains existing in South China during the dynastic and modern eras of China's history, the wheel of social organization and kinship patterns dominant in South China, the culture as a complex influenced by the environmental and cultivated conditions of South China, and the significance of South China to the People's Republic of China, and to the student.

WHY I SHOULD USE THIS LEARNING PACKET

The purpose of this learning packet is to help you learn about the land forms and climates existing in China. You will learn about the land forms and climates existing in SOUTH CHINA, one of the three major regions of China.

In order to discover the land forms and climates of SOUTH CHINA, you will need to follow the instructions listed on each page very carefully. You will be allowed to learn as fast or as slow as you wish.

The concepts you will discover and learn in this packet will help you in learning and discovering the concepts introduced in your next learning packet: OUTER CHINA.

Now, turn to the next page and read: What Should I
Do In Order to
Learn This
Information?

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts?

TURN TO THE NEXT PAGE AND READ: WHAT WILL I LEARN IN THIS PACKET?

HOW WILL I SHOW I HAVE LEARNED?

This packet contains:

(1) a Pre-Test:	This is provided as a means of helping you and your teacher determine whether you need to complete this packet.
(2) a Study of Key Ideas:	This is provided as a means of enabling you to learn the concepts related in this packet.
(3) Thought Questions:	These questions will appear throughout the packet as a means of helping you discover key ideas by applying the knowledge you are learning.
(4) Post-Test:	This is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet.
(5) Creative Projects:	To help you remember what you have discovered and learned, you may wish to create a project in order to help you reinforce your knowledge.

In order to show what you have learned, you will need to (1) explain, (2) list, (3) demonstrate, (4) prove, and (5) evaluate what you have learned from using this packet. You will be given a pre-test to determine if you need to complete this packet. If you are unable to demonstrate your understanding of the concepts tested in the pre-test, you will need to complete the packet by progressing through the (1) Study of Key Ideas; (2) Thought Questions; and (3) the Post-Test.

Later, you will be able to further study the key ideas introduced in this packet by doing projects.

You will need to pass the Post-Test in order to proceed to the Packet: OUTER CHINA, (unless your teacher instructs you to proceed directly to other projects after passing the Pre-Test in this packet).

TURN TO THE NEXT PAGE AND BEGIN THE PRE-TEST.

PRE-TEST

What are the land forms and climatic regions of SOUTH CHINA?

TAKE THIS SHEET TO YOUR TEACHER FOR CORRECTION.

DO NOT TURN THE PAGE UNTIL YOU ARE SO INSTRUCTED BY YOUR TEACHER.

FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to the next packet. ________

Item two: You are ready to start working in this packet. _______

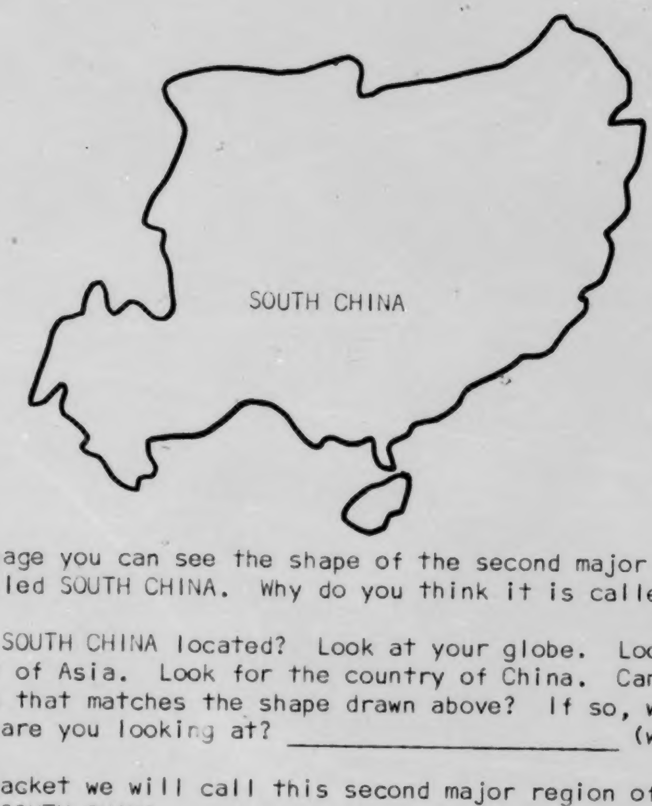
TURN THE PAGE AND BEGIN.

WHAT SHOULD I DO IF I DON'T ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

You will need to work with the (1) Study of Key Ideas
(2) Thought Questions
(3) Post-Test
(4) Creative Projects

Ready to begin? First, you will need to familiarize yourself with new terms. If you find difficulty with any of the terms introduced through the reading of the packet material, refer to your resource center for help in defining the terms.

TURN TO THE NEXT PAGE.



On this page you can see the shape of the second major region of China. It is called SOUTH CHINA. Why do you think it is called SOUTH CHINA?

Where is SOUTH CHINA located? Look at your globe. Look for the continent of Asia. Look for the country of China. Can you find the shape that matches the shape drawn above? If so, what region of China are you looking at? ________________________ (write in the name).

In this packet we will call this second major region of China by the name SOUTH CHINA.

TURN THE PAGE AND READ MORE ABOUT SOUTH CHINA.

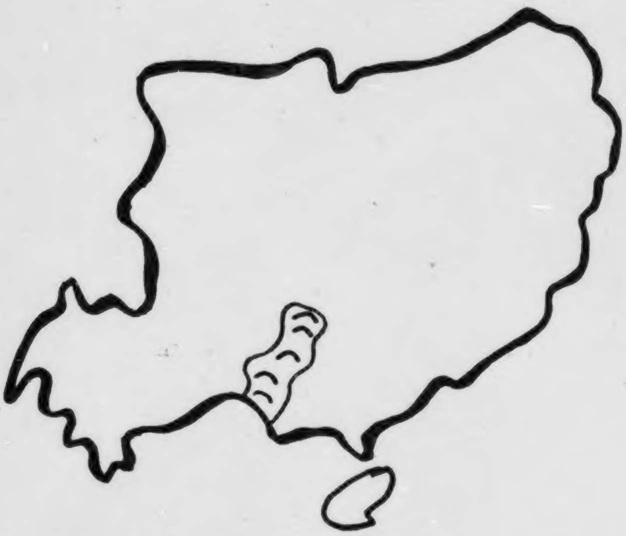
SOUTH CHINA

Look at this shape of land drawn below. Do you recognize it? What is of this region? ______________________________.

Do you see any addition to this diagram? If so, what? __________

____

Do you see an area with marks such as these: ⌒⌒⌒ ?



What do you suppose those marks indicate?

In this region of SOUTH CHINA they indicate hills. These hills are called the KWANGSI HILLS.

SOUTH CHINA is basically flat in land forms. The highest elevations of land are the hills.

Are hills ever boundaries? If so, how? ______________________

Are hills ever barriers? If so, how? ______________________

The Kwangsi Hills are natural boundaries in SOUTH CHINA. Are hills ever man-made? If so, how? ______________________________.
The KWANGSI HILLS are natural boundaries.

The KWANGSI HILLS are natural barriers in SOUTH CHINA. They are not as hard to cross as mountains, however. Why do you think this might be so?

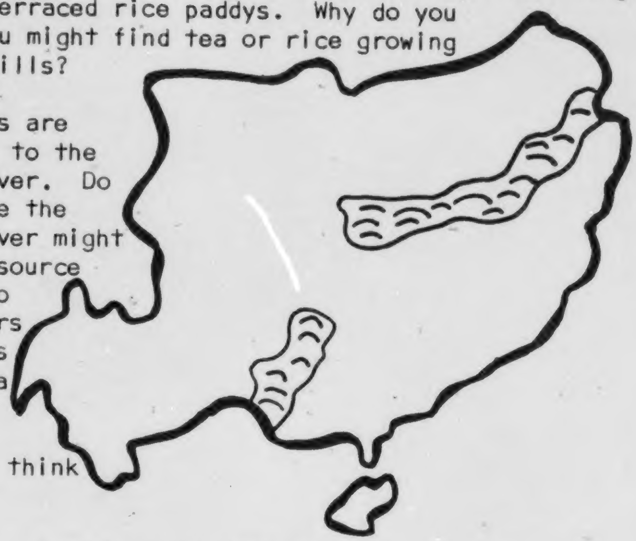
TURN TO THE NEXT PAGE AND READ MORE ABOUT SOUTH CHINA.

SOUTH CHINA

This is also a diagram of SOUTH CHINA. Do you remember where the Kwangsi Hills are located? If so, place an "X" on the area.

When you look at the diagram of SOUTH CHINA (below) you see that another area has been shaded with marks such as these: ⌒⌒

This area is also a chain of hills. This particular area of hills is called the SOUTH YANGTZE HILLS. You may find tea growing on these hills or terraced rice paddys. Why do you suppose you might find tea or rice growing on these hills?



These hills are very close to the Yangtze River. Do you suppose the Yangtze River might be a good source of water to help farmers raise crops such as tea and rice?

Why do you think this?

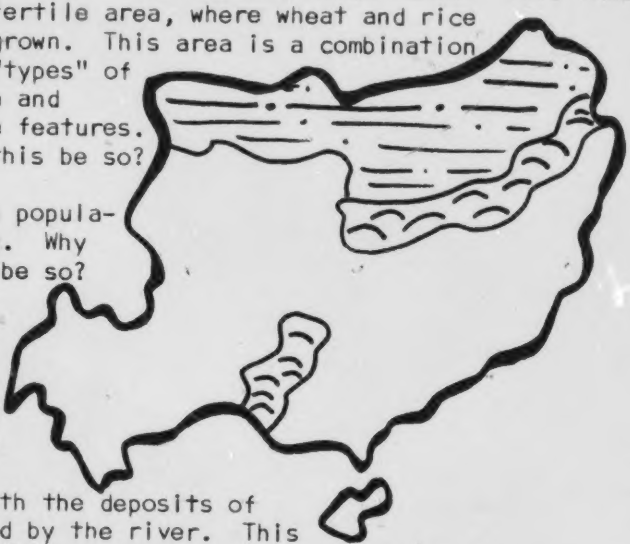
What do you already know about hills?

TURN TO THE NEXT PAGE AND READ MORE ABOUT SOUTH CHINA.

SOUTH CHINA

This is also a diagram of SOUTH CHINA. Do you remember where the Kwangsi Hills are located? If so, place an "X" on the area. Do you remember where the South Yangtze Hills are located? If so, place an "XX" on the area.

Hills are not the only barriers and boundaries in SOUTH CHINA. When you look at the diagram of SOUTH CHINA (below) you see that another area has been shaded with marks such as these: —·—·—



This area is called the YANGTZE RIVER PLAIN. This YANGTZE RIVER PLAIN is a very fertile area, where wheat and rice crops are grown. This area is a combination of region "types" of North China and South China features. Why might this be so?

The area is populated heavily. Why might this be so?

When the area is drained by the Yangtze River it is constantly enriched with the deposits of silt carried by the river. This means that crops are able to grow well in this area. If people are hungry, do you suppose they would try to live where food is more plentiful? Why or why not?

TURN THE PAGE AND READ MORE ABOUT SOUTH CHINA.

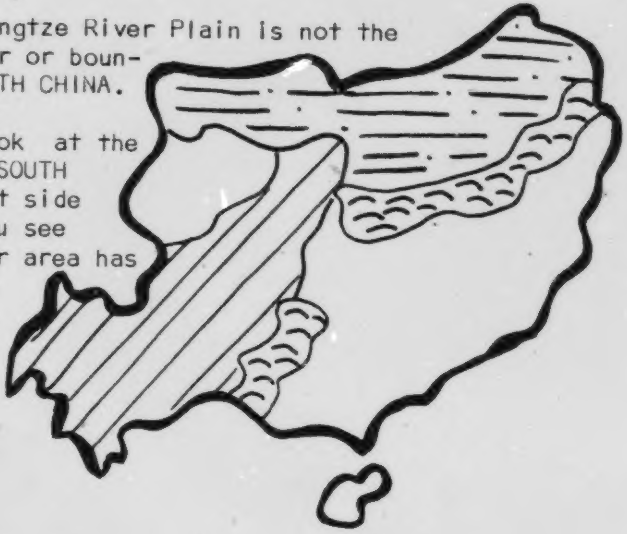
SOUTH CHINA

This is also a diagram of SOUTH CHINA. Do you remember where the Kwangsi Hills are located? If so, place an "X" on the area. Do you remember where the South Yangtze Hills are located? If so, place an "XX" on the area.

Hills are not the only barriers and boundaries in SOUTH CHINA. Do you remember where the YANGTZE RIVER PLAIN is located? If so, place a "√" on the area.

The Yangtze River Plain is not the only barrier or boundary in SOUTH CHINA.

When you look at the diagram of SOUTH CHINA (right side of page) you see that another area has been shaded with marks such as these: ////



This area is called the YUNNAN-KWEICHOW PLATEAU.

What is a PLATEAU? It is a flat mountain top. This area was once a moutain with steep sides. Over thousands of years, this mountain has been worn flat on top by shifting winds, monsoon rains, and other weathering conditions.

A PLATEAU is also a natural boundary. Why might this be so?

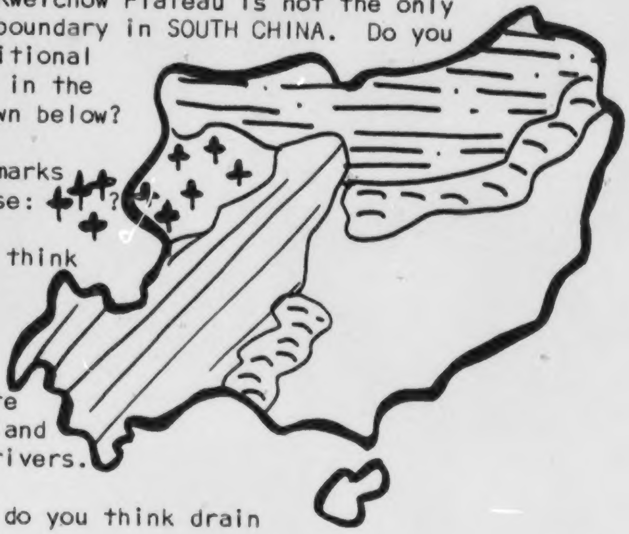
The steep sides of the YUNNAN-KWEICHOW PLATEAU make it sometimes impossible for travelors to climb. The PLATEAU provides much farmland area.

TURN THE PAGE AND READ MORE ABOUT SOUTH CHINA.

SOUTH CHINA

This is also a diagram of SOUTH CHINA. Do you remember where the Kwangsi Hills are located? If so, place an "X" on the area. Do you remember where the South Yangtze Hills are located? If so, place an "XX" on the area.

Hills are not the only barriers and boundaries in SOUTH CHINA. Do you remember where the Yangtze River Plain is located? If so, place a "✓" on the area. The Yantze River Plain is not the only barrier or boundary in SOUTH CHINA. Do you remember where the Yunnan-Kweichow Plateau is located? If so, place a "*" on the area. The Yunnan-Kweichow Plateau is not the only barrier or boundary in SOUTH CHINA. Do you see the additional shaded area in the diagram drawn below?



Do you see marks such as these: ++++?

What do you think these marks might indicate?

They indicate an area of land drained by rivers.

What rivers do you think drain this region?

What do you think we call this region? This region is called the RED BASIN.

What do you suppose grows in this area? Rice grows in this RED BASIN. The RED BASIN has many low hills washed low due to the rivers carrying dirt away from the basin and onto the Yangtze River Plain.

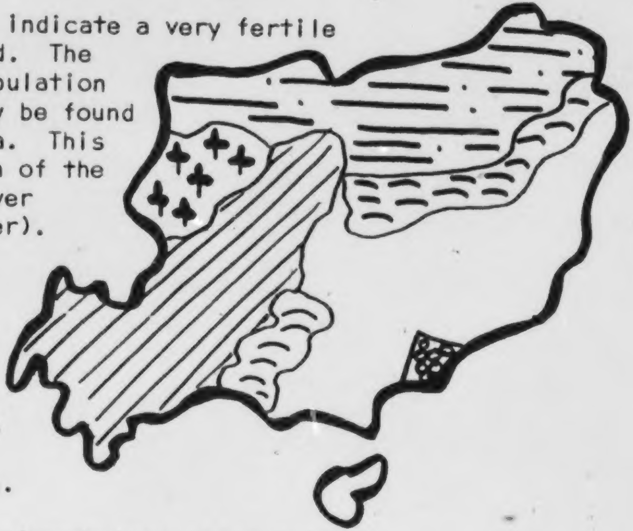
What do you already know about basins?

TURN TO THE NEXT PAGE AND READ MORE ABOUT SOUTH CHINA.

SOUTH CHINA

This is also a diagram of SOUTH CHINA. Do you remember where the Kwangsi Hills are located? If so, place an "X" on the area. Do you remember where the South Yangtze Hills are located? If so, place an "XX" on the area. Do you remember where the Yangtze River Plain is located? If so, place an "√" on the area. Do you remember where the Yunnan-Kweichow Plateau is located? If so, place a "*" on the area. Do you remember where the Red Basin is located? If so, place a "#" on the area.

When you look at the diagram of SOUTH CHINA (below) do you see marks such as these: ooooo ?



These marks indicate a very fertile area of land. The heaviest population in China may be found in this area. This is the mouth of the Hwang Ho River (Yellow River).

The city of Canton is located in this area.

This area is called the CANTON DELTA.

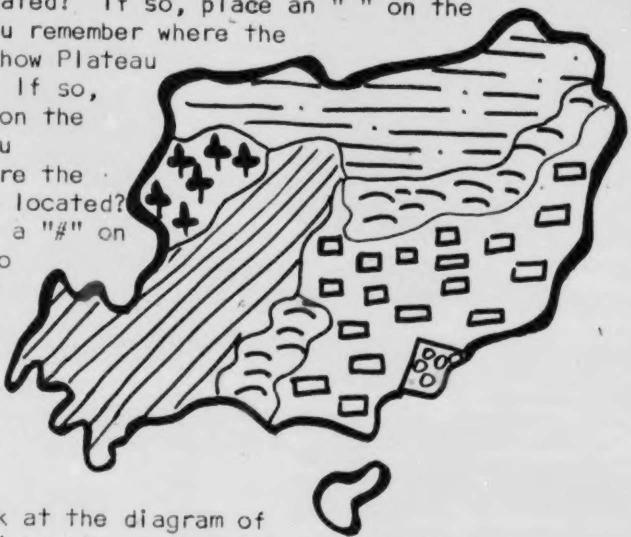
What do you already know about deltas?

Why do you suppose this area is so heavily populated?

TURN TO THE NEXT PAGE AND READ MORE ABOUT SOUTH CHINA.

SOUTH CHINA

This is also a diagram of SOUTH CHINA. Do you remember where the Kwangsi Hills are located? If so, place an "X" on the area. Do you remember where the South Yangtze Hills are located? If so, place an "XX" on the area. Do you remember where the Yangtze River Plain is located? If so, place an " " on the area. Do you remember where the Yunnan-Kweichow Plateau is located? If so, place a "*" on the area. Do you remember where the Red Basin is located? Is so, place a "#" on the area. Do you remember where the Canton Delta is located? If so, place a "+" on the area.



When you look at the diagram of SOUTH CHINA (above) you see marks such as these:

They indicate a land area of lowlands. This is an area of many crops and land forms that are basically flat.

This area is often flooded by the many monsoon rains that pass often over South China. Why do you suppose this might be so?

TURN TO THE NEXT PAGE.

WHEN DO I KNOW I KNOW THE MATERIAL I AM EXPECTED TO LEARN FROM THIS PACKET?

(POST-TEST)

This Post-Test is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet. If you have any questions, ask them of your teacher, or refer to the Packet contents BEFORE you turn to the next page.

YOU MAY NOT GO BACK TO THE STUDY OF KEY IDEAS, THE THOUGHT QUESTIONS, OR OTHER RESOURCE MATERIALS ONCE YOU HAVE TURNED TO THE POST-TEST.

Ready? Put all materials away, and turn the page. Follow instructions carefully.

POST-TEST

Describe SOUTH CHINA.

DO NOT TURN THE PAGE. TAKE THIS TEST TO YOUR TEACHER FOR CORRECTION.

If your teacher checked item number one, you will need to re-take the Post-Test. If your teacher checked item number two, you may turn the page and continue working in this packet.

Item one: Do not turn the page to the next lesson. Go back in the packet to page and re-read the material introduced in this packet. You will be able to re-take the Post-Test when you feel you are ready. ______________

Item two: You are ready to start working in the Creative Projects. Turn the page and begin. ___________

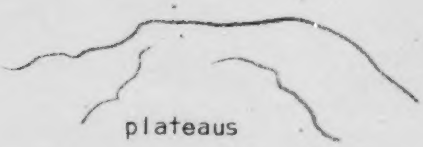
DO NOT TURN THE PAGE UNLESS YOUR TEACHER PUT A CHECK IN THE BLANK LISTED UNDER ITEM TWO, INDICATING HER PERMISSION TO CONTINUE WORKING IN THIS PACKET.

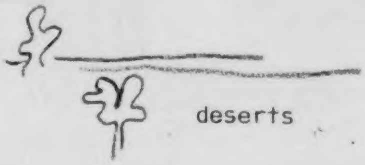
WHAT DO I DO WHEN I AM FINISHED WITH MY LEARNING PACKET?

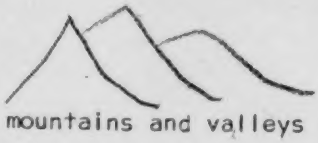
(CREATIVE PROJECTS)

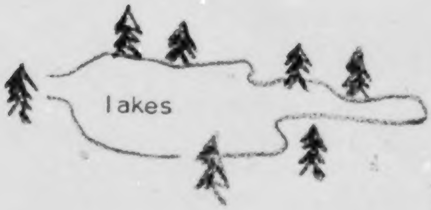
These projects will help you creatively reinforce your understanding of the concepts introduced in this packet. Suggested projects are listed below. You may use the listed ideas or create your own.

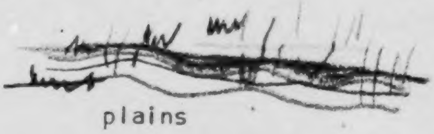
1. Below are pictures of land forms. Which might you find in SOUTH CHINA? Write an advertisement promoting the sell of property in SOUTH CHINA. How might living near such a land formation influence the lives of those people buying such property?











2. Can you think "why" many land forms exist in SOUTH CHINA? Pretending that you helped form these land forms, when the earth was first created, explain "why" you made the land forms present in SOUTH CHINA.

DO YOU HAVE ANY OTHER IDEAS? PUT THEM TO USE. START YOUR CREATIVE PROJECTS AS SOON AS YOU FEEL CREATIVE. WHEN YOU ARE FINISHED WITH A CREATIVE PROJECT, PROCEED TO THE NEXT LEARNING PACKET: OUTER CHINA.

LAND FORMS AND CLIMATE REGIONS OF
OUTER CHINA

(CLIMATIC/REGIONS III)

LEARNING ACTIVITY PACKAGE FOR
STUDENTS

STUDENT'S NAME: ____________________

WHAT IS IN MY LEARNING PACKET?

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NOTE TO THE TEACHER

This packet is designed to help the student identify the physical and climatical features of OUTER CHINA. As China is divided geographically and politically into three major regions, the distinction of these regions is necessary in helping the student understand the influences these divisions have played upon the development of the Chinese Civilization. The land forms, climates, economics, politics, social organizations, and religious philosophies prevalent in each region can only be understood by the student after he becomes aware of the limitations environment plays in the growth of a culture. The student, through the working of exercises provided in this packet, will become familiar with the land forms which serve as barriers, and the climate which determines the extent of energy expounded by the people living in these conditions prevalent in OUTER CHINA. The combination of land forms and climate input will help the student comprehend the environmental conditions under which the inhabitants of OUTER CHINA must function.

Further study will provide the student with the opportunity to learn more about the food crops grown in Outer China, the food types characteristic of Outer China, the economical growth of Outer China during Pre-modern and Modern

China, the political strains existing in Outer China during the dynastic and modern eras of China's history, the wheel of social organization and kinship patterns dominant in Outer China, the culture as a complex influenced by the environmental and cultivated conditions of Outer China, and the significance of Outer China to the People's Republic of China, and to the student.

WHY I SHOULD USE THIS LEARNING PACKET

The purpose of this learning packet is to help you learn about the land forms and climates existing in China. You will learn about the land forms and climates existing in OUTER CHINA, one of the three major regions of China.

In order to discover the land forms and climates of OUTER CHINA, you will need to follow the instructions listed on each page very carefully. You will be allowed to learn as fast or as slow as you wish.

The concepts you will discover and learn in this packet will help you in learning and discovering the concepts introduced in your daily lessons.

Now, turn to the next page and read: What Should I Do
In Order to Learn
This Information?

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts?

TURN TO THE NEXT PAGE AND READ: WHAT WILL I LEARN IN THIS PACKET?

HOW WILL I SHOW I HAVE LEARNED?

This packet contains:

(1) a Pre-Test:	This is provided as a means of helping you and your teacher determine whether you need to complete this packet.
(2) a Study of Key Ideas:	This is provided as a means of enabling you to learn the concepts related in this packet.
(3) Thought Questions:	These qeustions will appear throughout the packet as a means of helping you discover key ideas by applying the knowledge you are learning.
(4) Post-Test:	This is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet.
(5) Creative Projects:	To help you remember what you have discovered and learned, you may wish to create a project in order to help you reinforce your knowledge of this material.

In order to show that you have learned, you will need to (1) explain, (2) list, (3) demonstrate, (4) prove, and (5) evaluate what you have learned from using this packet. You will be given a pre-test to determine if you need to complete this packet. If you are unable to demonstrate your understanding of the concepts tested in the pre-test, you will need to complete this packet by progressing through the (1) Study of Key Ideas; (2) Thought Questions; and (3) the Post-Test.

Later, you will be able to further study the key ideas introduced in this packet by doing projects.

You will need to pass the Post-Test in order to proceed to the creative projects suggested at the end of this packet unit, (unless your teacher instructs you to proceed directly to the projects after passing the Pre-Test included in the beginning of this packet).

TURN TO THE NEXT PAGE AND BEGIN THE PRE-TEST.

PRE-TEST

What are the land forms and climate regions of OUTER CHINA?

TAKE THIS SHEET TO YOUR TEACHER FOR CORRECTION.

DO NOT TURN THE PAGE UNTIL YOU ARE SO INSTRUCTED BY YOUR TEACHER.

FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to the next packet. ________

Item two: You are ready to start working in this packet. ________

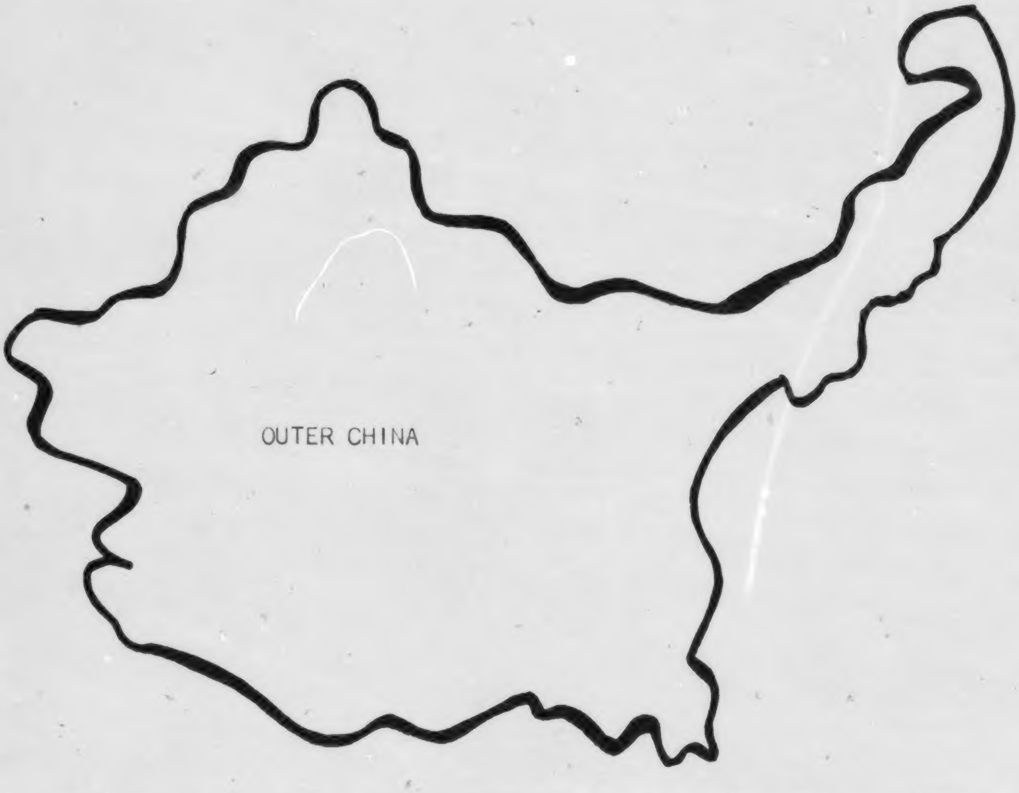
TURN THE PAGE AND BEGIN.

WHAT SHOULD I DO IF I DON'T ALREADY KNOW THE INFORMATION I AM TO LEARN IN THIS PACKET?

You will need to work with the (1) Study of Key Ideas
(2) Thought Questions
(3) Post-Test
(4) Creative Projects

Ready to begin? First, you will need to familiarize yourself with new terms. If you find difficulty with any of the terms introduced through the reading of the packet material, refer to your resource center for help in defining the terms.

TURN TO THE NEXT PAGE.



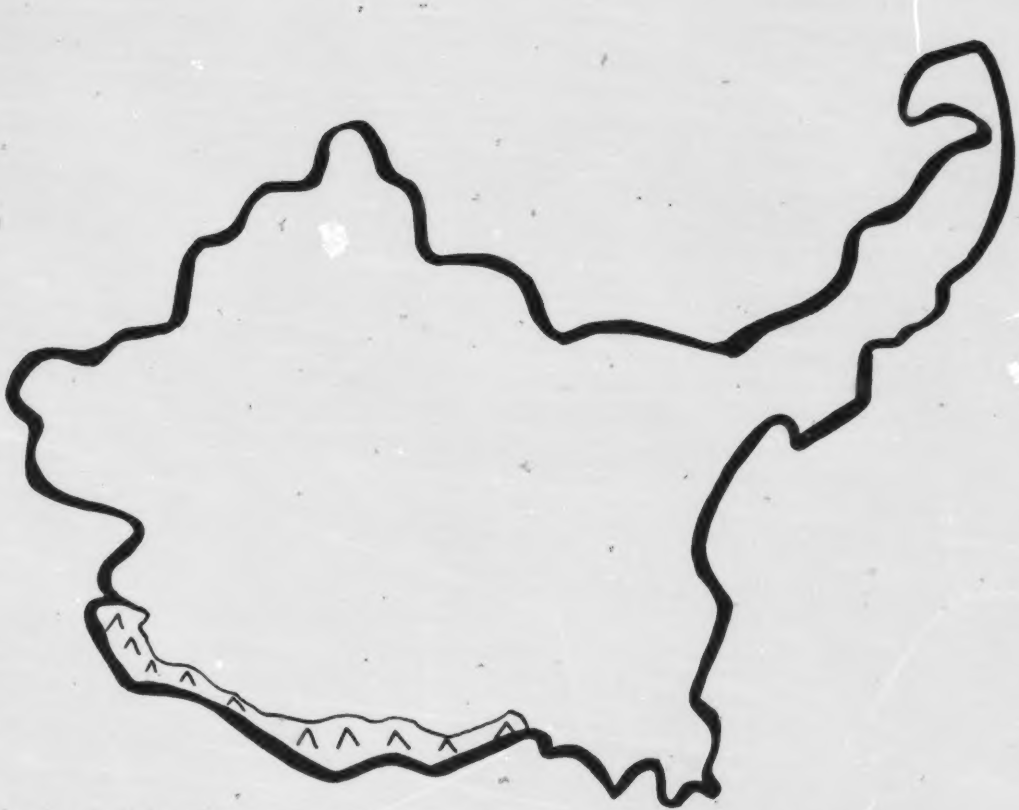
On this page you can see the shape of the third major region of China. It is called OUTER CHINA. Why do you think it is called OUTER CHINA?

Many people also call this area WESTERN CHINA. Why do you think they call is Western China? Where in China is Western China located? Look at your globe. Look for the continent of Asia. Look for the country of China. Can you find the shape that matches the shape drawn above? If so, what region of China are you looking at?____________________
(write in the name)

In this packet we will call this third major region of China by the name OUTER CHINA.

TURN THE PAGE AND READ MORE ABOUT OUTER CHINA.

OUTER CHINA



Look at this shape of land drawn above. Do you recognize it?
What is the name of this region? ______________________________.

Do you see any addition to this diagram? If so, what? _______
____.

Do you see an area with marks such as these: ^^^^ ^^^^^?

What do you suppose those marks indicate?
In this region of OUTER CHINA they indicate mountains. These mountains are called the TRANS-HIMALAYAS. Have you ever heard of this mountain range? If so, what? ______________________.
What do you know about mountains?

Are mountains ever boundaries? If so, how?_________________

(Turn to next page)

Are mountains ever barriers? If so, how?

The TRANS-HIMALAYA MOUNTAIN RANGE is the highest mountain range in the world. These mountains forms natural boundaries for Southwest China. What are natural boundaries?

Natural boundaries are boundaries made by land forms rather than man-made.

These TRANS-HIMALAYAS are also barriers to people traveling from countries outside of China into OUTER CHINA. How might this be so?

When mountains are so very hard to climb and cross, as are the TRANS-HIMALAYAS, people usually decide to detour and travel on different routes. Why do you think this might be so?

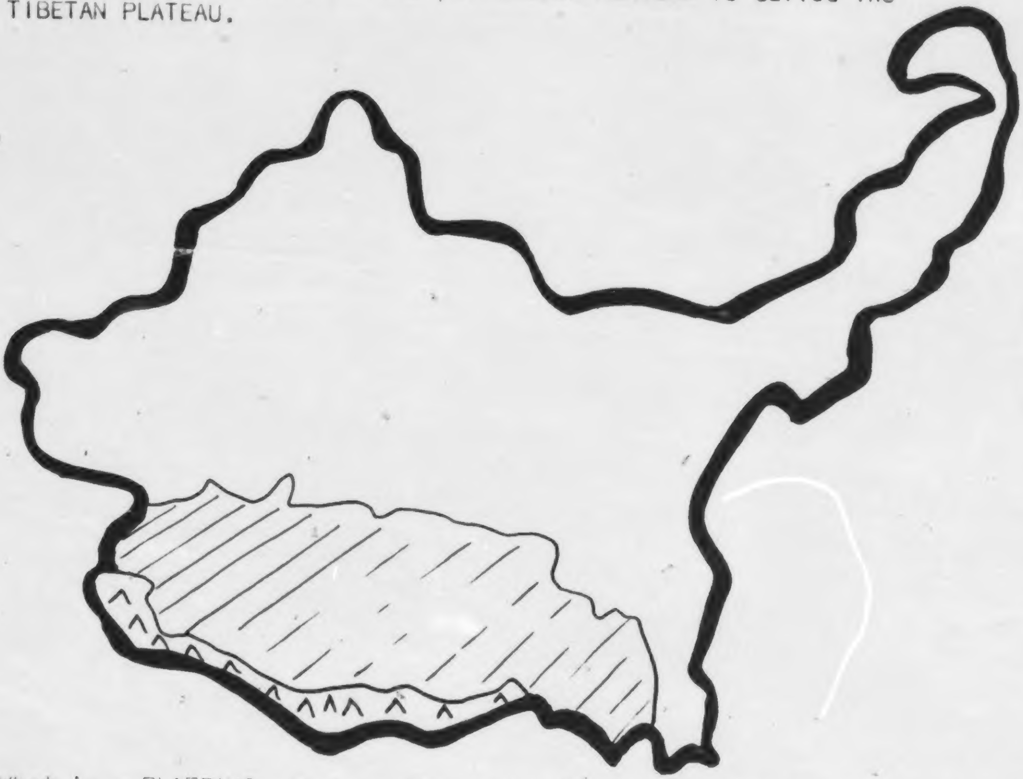
TURN THE PAGE AND READ MORE ABOUT OUTER CHINA.

OUTER CHINA

This is also a diagram of OUTER CHINA. Do you remember where the Himalaya Mountains are located? If so, place an "X" on the area.

Mountains are not the only barriers in OUTER CHINA. Can you see an area with marks such as these: //////

This area is a PLATEAU. This particular PLATEAU is called the TIBETAN PLATEAU.



What is a PLATEAU? It is a flat mountain top. This area was once a mountain with steep sides. Over thousands of years, this mountain was made as flat as a table top by the shifting winds of this frozen area. The icy winds prevent many people from living in this area.

A PLATEAU is also a natural boundary. Why might this be so? ___

The high climb up the steep sides of the TIBETAN PLATEAU has made it difficult to reach the top. This is an area of harsh climate and few people. Can you guess why?

TURN THE PAGE AND READ MORE ABOUT OUTER CHINA.

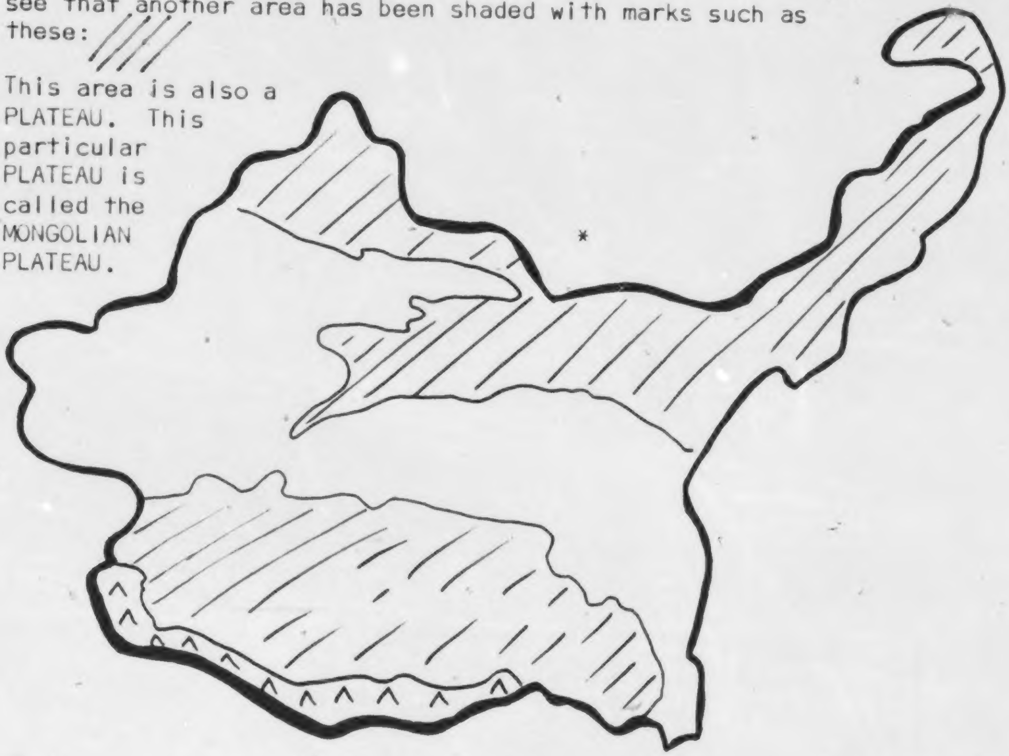
OUTER CHINA

This is also a diagram of OUTER CHINA. Do you remember where the Himalaya Mountains are located? If so, place an "X" on the area.

Mountains are not the only barriers in OUTER CHINA. Do you remember where the TIBETAN PLATEAU is located? If so, place a "✓" on the area.

When you look at the diagram of OUTER CHINA (below) you see that another area has been shaded with marks such as these: ////

This area is also a PLATEAU. This particular PLATEAU is called the MONGOLIAN PLATEAU.



Look on your globe. Look for the continent of Asia. Look for the country of China. Can you find the shape that matches that of OUTER CHINA? Now, look for the area that is above (NORTH) of the MONGOLIAN PLATEAU (in the same place as the * indicates on the diagram above). The area with the * in the diagram shown above is the Gobi Desert. The Gobi Desert is not a part of OUTER CHINA, but it helped to form the MONGOLIAN PLATEAU. How did this happen? The winds that sweep across the Gobi Desert cross down over the MONGOLIAN PLATEAU, and into the skies of Southeast Asia. These Great Dust Storms turn the skies red for weeks at a time.

TURN THE PAGE AND READ MORE ABOUT OUTER CHINA.

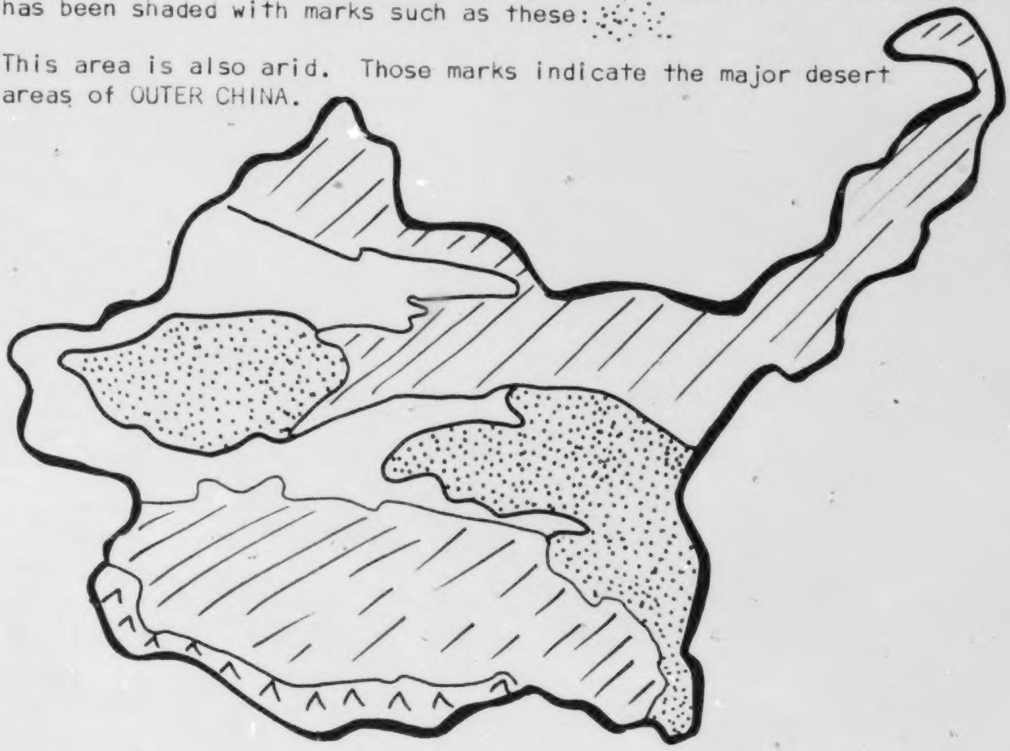
OUTER CHINA

This is also a diagram of OUTER CHINA. Do you remember where the Himalaya Mountains are located? If so, place an "X" on the area.

Mountains are not the only barriers in OUTER CHINA. Do you remember where the TIBETAN PLATEAU is located? If so, place a "✓" on the area. Do you remember where the MONGOLIAN PLATEAU is located? If so, place two "✓✓"s on the area.

Plateaus are not the only barriers in OUTER CHINA. When you look at the diagram of OUTER CHINA (below) you see that another area has been shaded with marks such as these: ⁘

This area is also arid. Those marks indicate the major desert areas of OUTER CHINA.



What do you know about deserts? A desert is an area that receives little rainfall. It receives less than ten inches per year. Many people use more water when they take baths than the amount that falls in this area.

What do you know about traveling in a desert? The sands of these great desert areas are very hot and blinding to travelors. The many travelors must travel together with other travelors for protection from the chance of getting lost, and from the chance of dying from lack of water, or from lack of direction.

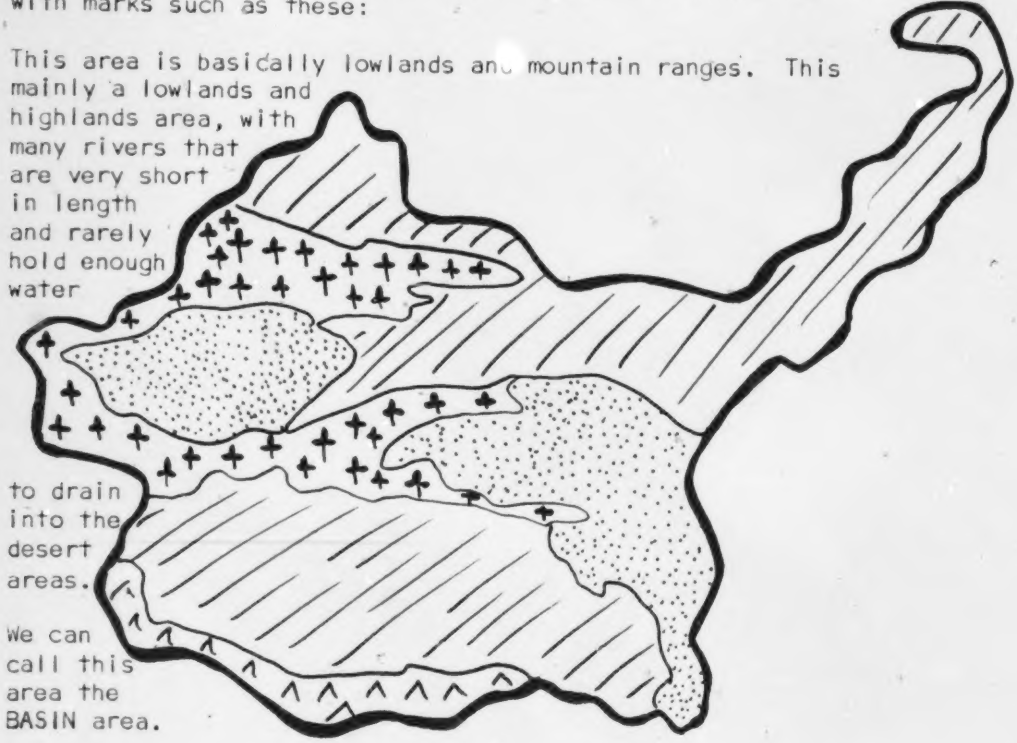
TURN THE PAGE AND READ MORE ABOUT OUTER CHINA.

OUTER CHINA

This is also a diagram of OUTER CHINA. Do you remember where the Himalaya Mountains are located? If so, place an "X" on the area. Mountains are not the only barriers in OUTER CHINA. Do you remember where the TIBETAN PLATEAU is located? If so, place a " " on the area. Do you remember where the MONGOLIAN PLATEAU is located? If so, place two " "s on the area. Plateaus are not the only barriers in OUTER CHINA. Do you remember where the two major DESERT areas of OUTER CHINA are located? If so, place two " "s on the areas. Deserts are not the only barriers in OUTER CHINA. When you look at the diagram of OUTER CHINA (below) you see that another area has been shaded in with marks such as these:

This area is basically lowlands and mountain ranges. This mainly a lowlands and highlands area, with many rivers that are very short in length and rarely hold enough water to drain into the desert areas.

We can call this area the BASIN area.



What do you suppose grows in this basin area?

It is a rice-growing region during some times of the year. The amount of rice grown is not great, and therefore, not many people are able to live off the rice grown in this area. This is also an area of some fruit trees.

TURN THE PAGE AND READ MORE ABOUT OUTER CHINA.

WHEN DO I KNOW I KNOW THE MATERIAL I AM EXPECTED TO LEARN FROM THIS PACKET?

(POST-TEST)

This Post-Test is provided as a means of helping you measure and evaluate what you have learned by using this packet. It will help you check your learning of the terms and key ideas introduced in this packet. If you have any questions, ask them of your teacher, or refer to the Packet contents BEFORE you turn to the next page.

YOU MAY NOT GO BACK TO THE STUDY OF KEY IDEAS, THE THOUGHT QUESTIONS, OR OTHER RESOURCE MATERIALS ONCE YOU HAVE TURNED TO THE POST-TEST.

Ready? Put all materials away, and turn the page. Follow instructions carefully.

POST-TEST

Describe OUTER CHINA:

DO NOT TURN THE PAGE. TAKE THIS TEST TO YOUR TEACHER FOR CORRECTION.

If your teacher checked item number one, you will need to re-take the Post-Test. If your teacher checked item number two, you may turn the page and continue working in this packet.

Item one: Do not turn the page to the next lesson. Go back in the packet to page and re-read the material introduced in this packet. You will be able to re-take the Post-Test when you feel you are ready. ______________

Item two: You are ready to start working in the Creative Projects. Turn the page and begin. __________

DO NOT TURN THE PAGE UNLESS YOUR TEACHER PUT A CHECK IN THE BLANK LISTED UNDER ITEM TWO, INDICATING HER PERMISSION TO CONTINUE WORKING IN THIS PACKET.

WHAT DO I DO WHEN I AM FINISHED WITH MY LEARNING PACKET?

(CREATIVE PROJECTS)

These projects will help you creatively reinforce your understanding of the concepts introduced in this packet. Suggested projects are listed below. You may use the listed ideas or create your own.

1. Below are pictures of land forms. Which might you find in OUTER CHINA? Write an advertisement promoting the sell of property in OUTER CHINA. What might be the benefits of purchasing a desert? What might be the benefits of purchasing a basin, a plateau, a mountain range, or a swamp?

2. Pretending that you helped form these land forms, when the earth was first created, explain "why" you made the land forms present in OUTER CHINA.

DO YOU HAVE ANY OTHER IDEAS? PUT THEM TO USE. START YOUR CREATIVE PROJECTS AS SOON AS YOU FEEL CREATIVE. WHEN YOU ARE FINISHED WITH A CREATIVE PROJECT, PROCEED TO THE NEXT LEARNING UNITS PROVIDED BY YOUR TEACHER OR RESOURCE CENTER.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to discuss climates in regards to environmental conditions existing in the three major regions of China. (Review of learning packet material).

The student will be able to discuss land forms in regards to environmental features existing in the three major regions of China. (Review of learning packet material).

The student will be able to discuss climates, land forms, types of subsistence patterns, importance of river systems, and possible economic futures in relation to the three major regions of China. (Review of learning packet material and introduction of new concepts: subsistence patterns and possible economic potential of an area).

The student will be able to complete a creative project pertaining to the climatic/regions activity learning packets.

ACTIVITIES:

1. The class will discuss general concepts learned through the completion of the learning packets.

2. The students will participate in group activity discussions: the class will be divided into two groups, (Group A will discuss the climates of the three major regions in China; Group B will discuss the land forms predominant in the three major regions of China; Group C will listen to Group A and Group B and provide the class (during later discussion activities) with a summary of what each group discussed and concluded.

3. The students will again divide into groups. The first group will discuss the possible types of subsistence patterns which might be found in each of the three major regions of China. The second group will discuss the importance of river systems to each of the three major regions in China. The third group will discuss the possible economic futures of each major region in China.

4. The class will discuss, as a whole, the climates, land forms, types of subsistence patterns, importance of river systems, and possible economic futures in relation to the three major regions of China.

5. The class will select one of the learning packet "Creative Projects" to complete during the class period, provided the class has been able to satisfactorily discuss and attain the instructional objectives as stated above, prior to the selection and completion of the creative project.

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately twenty minutes.
Activity (3) will take approximately fifteen minutes.
Activity (4) will take approximately fifteen minutes.
Activity (5) will take approximately twenty-five minutes.

DAILY LESSON PLANS
CONTINUED
(DATE): ______________

MATERIALS: Art supplies will be needed for the completion of the creative project. (Slides and slide projector; movie screen; crayons, scissors, felt pens, construction paper; films and projectors; glue; travel agency pamphlets, etc.).

EVALUATION: The students will be evaluated individually according to their individual achievements in group participation, class discussion, and the execution of the creative project. If the student is able to attain the instructional objectives as stated above, the teacher may assume the student successfully understood the concepts reviewed and introduced in this daily lesson plan.

HOMEWORK: The students may wish to finish their creative projects at home if the time allotment was too short to allow completion during class time.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

After viewing slides introducing the three major regions of China (South China, North China, and Outer China) the student will be able to discuss climatic change due to barriers (land); types of ravine, desert, mountain, and/or ocean/sea subsistence patterns, and possible economic potentials dictating economic development in the future, in regards to the climatic and geographical environments of the three regions.

The students will be able to discuss the climatic changes existing in various regions of China in comparison to climatic changes in various regions of the United States, focusing their attention upon land barriers, proximity to water, desert, mountains, and other environmental features.

ACTIVITIES:

1. The teacher will show slides of China, focusing students' attention to the physical environment characteristic of each of the three major regions of China.
2. The teacher will show a film/filmstrip(s) pertaining to each major region of China. (The teacher may show the slides or film/film strips pertaining to the four geographical regions of the United States as a comparison).
3. Discuss the land barriers separating each of the three major regions of China.
4. Discuss the proximity of each region to land barriers, seas, reivers, mountains, etc.
5. Discuss climates of each region, relating environmental limitations to the availability of water/rainfall, winds (warm/cold air currents/ocean currents/dust storms), mountainous regions, tropics, northern climates, etc. in comparison to similar climatic conditions present in the United States.
6. Discuss why such climates prevail in each region (due to barriers, rivers, access to seas/sea currents, etc.--employ terminology introduced in previous lessons and lesson presently introducing in this daily plan).
7. Discuss what type of subsistence patterns and possible economic futures exist in relation to the climates of each region: South China, North China, and Outer China.

TIME AND ORGANIZATION:

As the slides and/or films are being show, and concepts of climate and environmental limits to cultural ecology are introduced, the students will be encouraged to ask questions, take notes, and discuss the three major regions of China (in comparison to like regions of the United States). This process of organizing the aforementioned objectives, concepts, and activities into discussion will take approximately seventy-five minutes (the entire class period).

MATERIALS: Slides and slide projector; movie screen; dittos of notes to aid class in lesson; notebook paper, pencil, maps of China and the United States.

DAILY LESSON PLANS
CONTINUED
(DATE): ______________

EVALUATION: The students will be ecouraged to participate in as much of the class discussion as time permits. If the students are able to succeessfully attain these instructional objectives, the teacher may assume that they have attained a satisfactory understanding of the concepts introduced in this daily lesson.

HOMEWORK: The students may look in magazines, travel brochures, etc. for pictures of land forms or other environmental features similar to the features shown in the slides. The student may wish to exercise the same skills utilized in the daily lesson by categorizing the pictures into categories of: (1) China; (2) United States; (3) Characteristic of both China and the United States; and/or (4) Characteristic of an area other than China or the United States. (See Teacher's Note).

TEACHER'S NOTE

You may wish to "pre-test" the students by showing them various slides--slides of regions in the United States, China, and the remainder of the world. Slides should include land formations characteristic of the United States, China, and/or other nations. Ask the students to describe the slide, apply their knowledge of the United States, China, and/or other nations, and categorize the slides into classifications of: (1) China; (2) United States; (3) Characteristic of both China and the United States; and/or (4) Characteristic of an area other than China or the United States. Encourage the students to explain their rationalization for each classification.

Later, review the land forms and climatic conditions predominant in each region of China (and the four geographical divisions of the U.S.A.) and ask the students to view the slides again, this time applying this knowledge to their rationalizations, and again decide upon classification of each slide into the aforementioned categories.

Again, ask the students to explain their classification rationale. Allow the students, individually, in groups, or as a class, to discuss the characteristics of each region, emphasizing physical and climatic features.

The slides may be shown a third time, during which time the teacher will have the opportunity to identify the land forms and climatic features of each region in regards to environmental conditions prevalent in each of the three major regions of China--discussing with the class: climatic change due to barriers (land); types of ravine, desert, mountain, and/or ocean/sea subsistence patterns, and possible economic potentials dictating economic potential of an area, in regards to the climatic and geographical environments of that region.

The students will discuss the climatic changes existing in various regions of China, comparing these changes to those existing in the various regions of the United States. Encourage the students to utilize terms such as: land barriers, proximity to water, desert, mountains, etc.

IN-PUT: China is divided into three major regions: North China, South China, and Outer China. These regions are divided not only geographically, but also politically. You may mention this, in regards to the extent that rules must be flexible enough to be effective in a country that varies so much in climatic and geographical, economical, social, religious opportunities and growth.

The influences of climate, geographical location, economical potential, social structure, religious control may be emphasized later in the unit under the subject titles designated.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to distinguish Roman letters from Chinese characters--calligraphy.

The student will make a clay madallion involving the use of a Chinese character, or charactery.

ACTIVITIES:

1. The student will distinguish between Roman letters and Chinese characters.
2. The student will perform the task of writing a Chinese characture through the aid of a dot-to-dot ditto sheet.
3. The student will cut out a circle containing a Chinese character and trace the character onto a disk of moistened clay.
4. The student will insert a paper clip into the clay to serve as a hook through which string or chain shall later be threaded.
5. (The student will have made a clay madallion involving the use of a Chinese character). The class will discuss the use of language and writing as an expression of art in the Chinese Culture.

TIME AND ORGANIZATION:

Activity (1) will take approximately three minutes.
Activity (2) will take approximately five minutes.
Activity (3) will take approximately twenty minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately thirty minutes.
Seven minutes sill be used for clean-up activities.

MATERIALS:

Dot-to-dot ditto; two ounces of clay per student; one paper clip per student; chain or string to be used as necklace links; pencil for tracing characters; clean-up supplies.

EVALUATION:

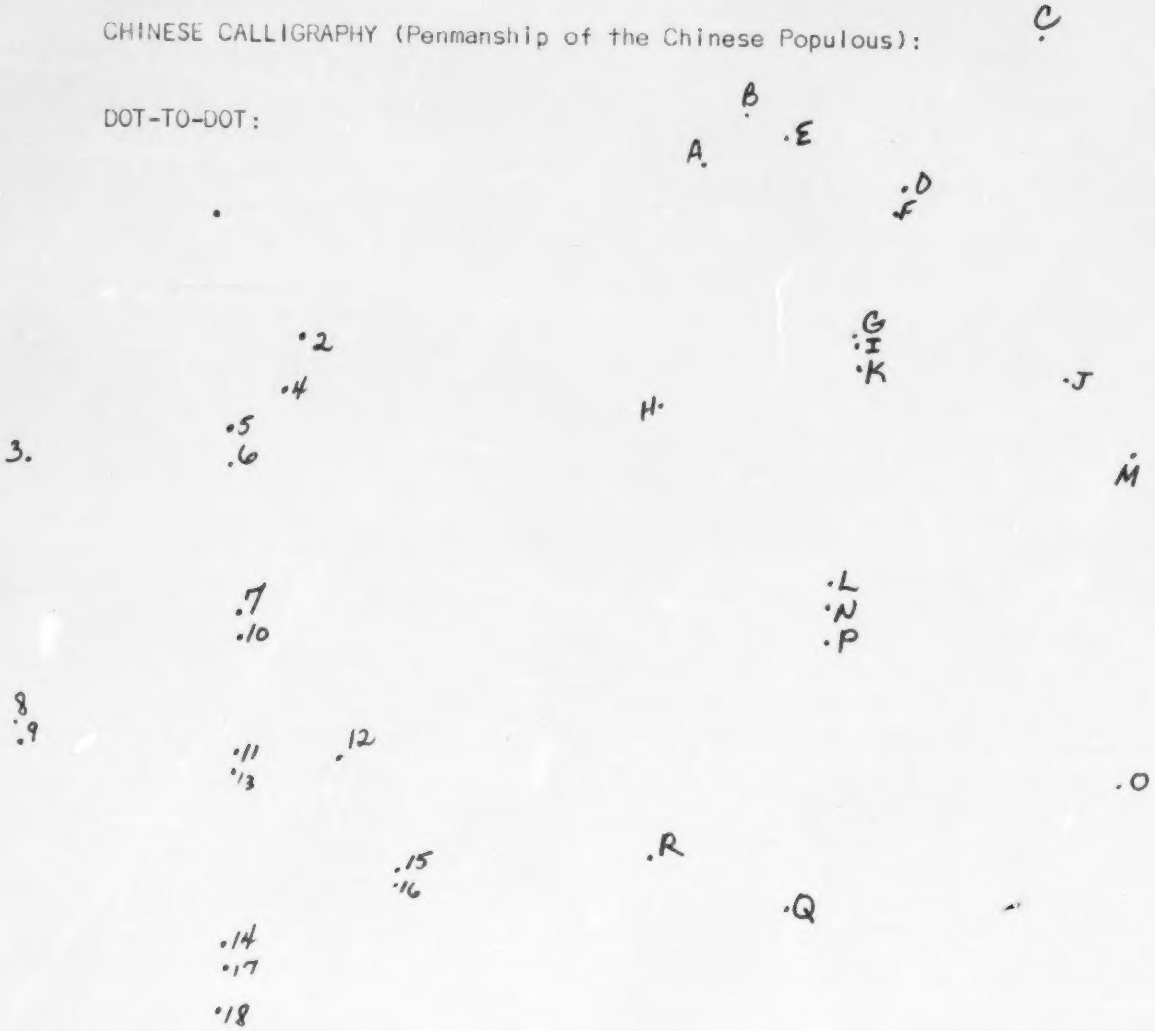
If the student is able to successfully attain the objectives as stated above the teacher may assume the student was able to understand the concepts introduced.

HOMEWORK ASSIGNMENT:

DITTO SHEET:

CHINESE CALLIGRAPHY (Penmanship of the Chinese Populous):

DOT-TO-DOT: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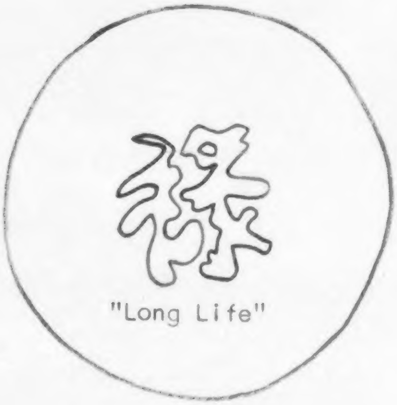

MEDALLION: (Clay medallion with Chinese Calligraphy)--Cut out the circle drawn opposite and trace the writing onto the wet clay circle, using the sharp tip of a pencil to make the impression. Let the clay harden, and then put a string through the medallion--and you'll be wearing a "good luck" charm--with a Chinese blessing.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to generalize the characteristics of the Chinese art and architectural structures.

The student will be able to distinguish betweeen architectural structures of the Chinese Civilization and those of the United States, during class discussion.

ACTIVITIES:

1. The teacher will show a filmstrip or film related to an overview of Chinese art and architecture.
2. Worksheet dittos will be completed during and after the filmstrip/film.
3. Students will engage in discussion of the concepts offered in the filmstrip/film.
4. Students will be asked to distinguish between art examples of the Chinese Civilization and those of the United States, during class discussion.
5. Students will be asked to distinguish between designs of architectural structures of the Chinese Civilization and those of the United States, during class discussion.

TIME AND ORGANIZATION:

1. The filmstrip/film will take approximately ten minutes.
2. The completion of the worksheets will take approximately ten minutes. (If desired, the worksheets can be completed during the viewing of the filmstrip; therefore, allowing for a faster re-run of the filmstrip in order to help the student recall the answers provided in the filmstrip/film).
3. Discussion of the concpets will take approximately twenty-five minutes.
4. Discussion of the art examples and distinguishing practices will take fifteen minutes.
5. Discussion of the architectural structures and distinguishing activities will take approximately fifteen minutes.

MATERIALS:

Filmstrip/film(s); projector; examples of Chinese art and architectural structures.

EVALUATION:

Completion of the worksheet, and class discussion, and participation in identification of cultural categories for the art and architectural samples, will provide criteria for evaluation of the student performance.

HOMEWORK ASSIGNMENT: "Look in the resource center magazines, or magazines from home for pictures of art and architecture. Bring your examples to class for tomorrow's lesson."

MAY BE PRESENTED IN DITTO FORM AS HANDOUT STUDY GUIDES DURING DISCUSSION OF CHINESE ART AND ARCHITECTURE:

I. CHINA HAS A HISTORY OF EXCELLENCE IN THE ARTS

A. Chinese sculptors have used many materials, including:

1. ______________________ (stone)
2. ______________________ (bronze)
3. ______________________ (iron)
4. ______________________ (gold)

B. Chinese sculpture has been used to decorate temples and public buildings.

C. To provide decorative color, Chinese artists used gold paint on:

1. ______________________ (metal)
2. ______________________ (stone)
3. __________sculpture____ (wooden)

D. Chinese have excelled in raised sculpture.

E. Paintings have been used to decorate the exteriors of public buildings, as well as:

1. __________interiors____ (temple)
2. ______________________ (palace doors)

F. Chinese painters have traditionally used:

1. ______________________ (rice paper) instead of canvas
2. ______________________ (water colors) instead of oil paints

II. PRESENT DAY -- MODERN CHINA'S EXCELLENCE IN THE ARTS.

A. The work of present day painters and sculptors reflects current

1. __________ideas________ (political)
2. ______________________ (leaders)

B. The Chinese ______________ (government) has provided schools to teach the ______________ (traditional) arts.

II. PRESENT DAY CHINA ARTS (Continued)

A. --
B. --

1. These traditional arts include:

   a. __________ __________ __________ (ink brush drawings)

   b. __________________ (ivory) carvings

   c. embroidering of ______________ (tapestries)

2. Students of China's embroidery school learn to embroider

   a. ____________________ (modern) scenes and

   b. ____________________ (traditional) embroidery subjects.

C. Ceramics is another traditional form for which the Chinese are known.

1. All ceramics are made from ______________ (clay).

2. This clay is called "greenware."

3. After the clay (or "greenware") has been molded into shape it is ______________ (fired/cooked) to make it hard.

4. What is done with the ceramic after it has been fired (cooked)?

   ____ (hand painted)
   ____
   ____
   ____
   ____

   (Perhaps: have the students list possible/creative functions for the use of the art work--or how it applies to and strengthens the Pre-Modern and Modern Chinese Culture)

III. LOOK AT THE SLIDES AND LIST OBSERVATIONS PERTAINING TO CHINESE ARCHITECTURE (buildings): (Present discussion opportunities for hypotheis processes).

A. How do the buildings differ from those seen in the United States?

B. How do the buildings represent the Chinese Culture?

C. In which ways are the Chinese and United State's architectural achievements similar? (Perhaps the presentation of slides, photos, etc. of Chinese and U.S. structures would aid in promoting discussion concerning Western influence in China and Chinese influence in the Western World).

IV. PRESENT DAY CHINA--THEATRE

A. CHINA'S plays are very colorful in costume and masks, which are painted.

B. Many present-day Chinese plays are about the present-day government of China.

PRESENT THE FOLLOWING DISCUSSION QUESTIONS: (Encourage creative learning):

A. WHAT IS ART?

B. WHAT IS ARCHITECTURE?

C. HOW IS ART DIFFERENT FROM ARCHITECTURE?

D. DOES ART APPEAR TO BE IMPORTANT TO THE CHINESE? HOW?

E. DOES ARCHITECTURE APPEAR TO BE IMPORTANT TO THE CHINESE? HOW?

F. DO YOU CONSIDER ART AND ARCHITECTURE IMPORTANT TO YOU? HOW OR WHY?

G. WHY DO YOU THINK WE CALL OUR DISHES "CHINA"? (Fact: Porcelain was invented in China).

H. CAN YOU THINK OF REASONS WHY THE CHINESE GOVERNMENT OF TODAY MIGHT WANT STUDENTS TO LEARN TRADITIONAL AND MODERN ARTS?

I. DO YOU LEARN TRADITIONAL AND MODERN ARTS OF THE UNITED STATES? EXPLAIN.

J. WHAT CHARACTERISTICS DID YOU NOTICE ABOUT CHINESE ART?

K. WHAT CHINESE ARTS WOULD YOU LIKE TO LEARN? WHY?

L. WHAT MAKES TRADITIONAL CHINESE ART DIFFERENT FROM MODERN CHINESE ART?

M. DO YOU SEE CHINESE INFLUENCE IN U.S. HOMES/BUILDINGS? WHAT TYPES OF INFLUENCES MIGHT YOU FIND?

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will be able to distinquish between art of the Chinese Culture and art of the United States Culture. (Review).

The students will be able to distinquish between architectural designs of the Chinese Culture and architectural designs of the United States Culture. (Review).

The students will be able to identify basic characteristics of the Chinese art and architecture.

ACTIVITIES:

1. The students will look at the magazine pictures (homework, lesson p257) and decide between placing them in four categories: Chinese Culture; United States Culture; Combination of both Chinese and United States cultures; or Neither Chinese or United States cultures.

2. The students will look at the magazine pictures (homework, lesson p257) and decide between placing them in four categories: Chinese Culture; United States Culture; Combination of both Chinese and United States cultures; or Neither Chinese or United States cultures.

3. The student will make a collage utilizing the four categories, and being able to discuss the basic characteristics distinquishing the categories.

TIME AND ORGANIZATION:

1. Activity one will take approximately ten minutes.

2. Activity two will take approximately ten minutes.

3. Activity three will take approximately fourty-five minutes.

4. Discussion involved in activity three will take approximately ten minutes--to be done aloud in class.

MATERIALS:

Magazine pictures brought in as homework assignment for lesson , page 257. Magazines, scissors, glue, crayons, cardboard, poster paper, magic marker pens.

EVALUATION:

The class will be evaluated on ability to distinquish between the two cultures, and the ability to identify the reason for the choice of distinction.

HOMEWORK ASSIGNMENT:

The student will be asked to look in the resource center for information dealing with the art of ancient China and the art of China today.

DAILY LESSON PLANS: ____________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to distinquish between dynastic and modern art of the Chinese Civilization.

The student will begin to design ideas to be used in the making of a batik.

ACTIVITIES:

1. The students will be asked to report upon their readings of ancient and modern art in and of the Chinese Civilization.
2. The students will discuss factors that distinquish ancient (dynastic) art from modern Chinese art.
3. The students will be instructed to design a batik subject.
4. The students will receive the history of the batik and instructions related to the making of a batik.
5. Students will begin working on the batik drawing.

TIME AND ORGANIZATION:

1. Activity one will take approximately twenty minutes.
2. Activity two will take approximately twelve minutes.
3. Activity three will take approximately five minutes.
4. Activity four will take approximately thirty-five minutes.
5. Five minutes for clean-up is allotted.

MATERIALS:

Scissors, crayons, magazines, butcher paper, cotton cloth (old sheets), wax, dye, large stirring spoon, paints and brushes.

EVALUATION:

Student participation in class discussion and ability to utilize the concepts discussed in creating the design for the batik--to clarify, if he makes a batik with a goddess of mercy figure, he must be able to relate "why" this subject matter belongs to the dynastic eras of Chinese art.

HOMEWORK ASSIGNMENT:

Complete the designs for the batik.

DAILY LESSON PLANS: ____________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will complete the making of a batik wall hanging.

ACTIVITIES:

1. Instructions for the making of the batik will be reviewed carefully.
2. Students will be provided with necessary materials for individual use. The resource center will contain other necessary materials such as scissors, glue, et cetra, and introduced to the function of each in the making of the batik.
3. The students will be given the remainder of the period to work on their batiks.

TIME AND ORGANIZATION:

1. Activity one will take approximately ten minutes.
2. Activity two will take approxiamtely fifteen minutes.
3. Activity three will take approximately fifty-five minutes, including five minutes for clean-up.

MATERIALS:

Scissors, crayons, magazines, butcher paper, cotton cloth (old sheets), wax, dye, large stirring spoon, paints, brushes and iron (to be used by teacher).

EVALUATION:

The utilization of the concepts introduced in other lessons will basically be evaluated, along with psychomotor skills employed in the making of the batik. Have the student evaluated his own work. Have students make a bulletin board display with the batiks and evaluate their creativity.

HOMEWORK ASSIGNMENT:

Have the student use the resource center in defining the word "change."

DIRECTIONS FOR MAKING OF BATIK:

1. Famous ancient Chinese paintings or modifications are hand copied and painted onto cloth.
2. They are colored with an idea of the final shade, cast, and tone effect when it is finished.
3. The painted sections, with exceptions to sky, water, and road areas, are coated with a light layer of wax.
4. The sky, water, and/or roads are then colored or tinged with dyes.
5. Then the wax is removed from the painting (this may be done with a damp cloth and a hot iron).
6. The whole picture is colored with several layers of wax, as each particular case may require.
7. Layers of this wax are broken with the hands, at appropriate places to emphasize particular aspects of the painting--such as the robes of a goddess, or the sun, etc., according to each individual painting.
8. Different kinds of dyes are then used to tinge the cracked areas.
9. The whole picture is then de-waxed again.
10. Chinese poems, calligraphies, and chop marks* are added in appropriate areas.

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*Chop marks: This is the seal/signature and approval of a critic's judging. The more chop marks a painting receives the higher it is valued by the art critics, as each critic owns a uniquely designed chop mark (usually printed in red ink on the painting) which distinquishes his judging of the painting from those chop marks of other critics.

(When purchasing a genuine Chinese painting, it is wise to determine if the chop marks are also genuine or merely printed onto the painting by a machine).

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to hypothesize through class discussion the societal changes of a culture and the affects change has upon art and architecture.

The student will be able to distinquish between dynastic and modern art of the Chinese Civilization.

ACTIVITIES:

1. The student will share his definition and understanding of the word "change."
2. The student will explain how "change" can affect one's life.
3. The student will be exposed to pictures of dynastic and modern art of the Chinese Civilization.
4. The student will be asked to explain how architecture could be exposed to "change."
5. The student will, in class discussion, hypothesize changes within a culture and the possible affects changes have upon architecture; relate this hypothesize to Chinese culture.

TIME AND ORGANIZATION:

1. Activity one will take approximately ten minutes.
2. Activity two will take approximately ten minutes.
3. Activity three will take approximately fifteen minutes.
4. Activity four will take approximately fifteen minutes.
5. Activity five will take approximately twenty-five minutes.

MATERIALS:

Pictures of dynastic and mordern art of the Chinese Civilization.

Pictures of dynastic and modern architecture of the Chinese Civilization.

EVALUATION:

Student participation will be evaluated. Ninety-five percent of the class should be expected to achieve the behavioral objectives.

HOMEWORK ASSIGNMENT:

Have the student use the resource center in locating a picture or a definition of a "sumi brush and rice paper."

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to recall characteristics which distinquish Chinese art and architecture from that of the United States culture.

The student will be able to listen to the story "Two-Ones" and formulate generalizations about economics, politics, and social organization of the village of "Magicville" and apply this knowledge to the extent of China's dynastic and modern government, economy, and social structures. (See: Teacher's Note--page 267).

ACTIVITIES:

1. The student will be shown various articles of Chinese and American art and pictures of various Chinese and American architectural achievements;
2. The teacher will read the story "Two-Ones" aloud in class. The students will later discuss what they understood from the story. The teacher will ask them what the main meaning or meanings of the story might have been. Ask the students to discuss important points introduced by the story. Ask the students to make conclusions or speculations about the story in regards to formulating generalizations about Chinese economics, politics, and social organization in the village of Magicville and apply this knowledge to similar concepts during dynastic and modern China.

TIME AND ORGANIZATION:

Activity (1) will take approximately fifteen minutes.

Activity (2) will take approximately sixty minutes. Allow twenty minutes for the reading of the story, and forty minutes for discussion and topic questions.

MATERIALS:

- Various articles of Chinese and United States' art and slides or pictures of art and architecture.
  Story: "Two-Ones", page 270 .

EVALUATION:

Help the students to acquire the ability to gather, analyze, interpret further the value of Chinese art and architecture to the development of the Chinese Civilization in comparison or contrast to that of the United States Culture.

Help the students synthesize the data provided by the story "Two-Ones" through discussion in class.

If the teacher is able to practice this strategy, then he/she may assume that the behavioral objectives have been met satisfactorily.

HOMEWORK ASSIGNMENT: Ask the student to look for examples of Chinese or United States' art or architectural materials at home. Ask the student to bring chopsticks for tomorrow's lesson.

TEACHER'S NOTE

LESSON

Activities:

Activity One--Ask the students as (1) a class, (2) groups, or (3) individuals, to examine the pictures, articles, or slides displaying art and architecture characteristic of the Chinese Culture, the United States Culture, both cultures, or an entirely unknown culture. Ask each student to categorize each picture, article or slide according to one of the four divisions.

Ask the student to explain "why" he categorized each into the division he did. Do not correct, but encourage the student to generalize the basic distinquishable characteristics of each division which can be supported by factual information provided in class activities, discussion (teacher-student, group-group, group-individual, group-class, group-teacher, or teacher-class), individual or group research, or activity learning packets.

Encourage the student to speculate the survival of distinquishable characteristics in each culture. (Example: Do you suppose that in ten years the Chinese people, progressing rapidly into a powerful nation, will continue to use the sumi-brush as a means of writing? Why or why not?--or--Why do you suppose the tiles of roofing in Chinese architecture points skyward at the edges of the eaves? Etc.).

Show pictures of sumi-brushes. Explain that the red chop-marks on Chinese paintings serve functions similar to expressing the critical analysis and value of the painting by a particular art critic. Show basic designs utilized in batiks (Malay--Indonesian method of hand-printing textiles--also a Chinese art form). Make displays of beggar beads, carved chopsticks (usually ivory), embroidery, silk paintings, blown glass, pottery (stoneware and porcelain) and similar articles.

A display of model structures--Chinese temples, inns, floating restaurants, modern skyscrapers (relate each structure to modern and dynastic China). Include models of United States' structures--such as expositional pavilions, bank buildings, skyscrapers, San Francisco Golden Gate Bridge, etc.).

Ask the student(s) if structural/architectural designs are native to the United States--(Example: Is a tower native of the United States? Why or why not? (Eifle Tower in France);

LESSON
(Continued)

Activities:

Activity Two--Ask the students as (1) a class, (2) groups, or (3) individuals, to examine the story for possible interpretations of the Chinese Culture (Economics, politics, social organization, and religious categories).

Economics:

Ask the student to explain the need of food, clothing, and furniture.
Ask the student to generalize the plot of the story in relationship to the distribution of crops, food, clothing, and furniture.
Ask the student to formulate a means of explaining the economic situation exposed in the story to another student or students--this may be done through role-playing, story-telling, playhouse reviews, or other instructional methods.
Ask the student to suggest possible avenues/solutions the sumi-brush, the dragon, or the peasants may have taken to solve their problems.
Ask the student to recall stories or fables native to the United States Culture which may parallel with this story,"Two-Ones".

Geographically--ask the student to apply his knowledge of the three major regions of China to the story "Two-Ones" and provide suggestions where the dragon may have searched for the sumi-brush. (Example: Where would the dragon have had to travel in order to search for the sumi-brush in the mountains, plateaus, basins, gorges, etc. Why do you suppose the sumi-brush hid in the forest? Etc.)

Politics:

Ask the student to explain the position of the peasants in the story.
Ask the student to explain the position of the landlords in the story.
Ask the student to explain the position of the emperors in the story.
Ask the student to write a sequel to the story, utilizing the political structure of the United States government or a sequel utilizing the political structure of modern China.
Ask the student how the five relationships of Confucius can be seen in the story.
Ask the student what the "system" referred to in the story might have been (communications system, governmental systems, economical systems, etc.).
Ask the student to write a story utilizing the positions of the peasants, landlords, and emperors as equal. (Introducing element of modern Chinese philosophy of government role stratifications).

LESSON
(Continued)

Activities:

Activity Two--
(Continued)

Social Organization:

Ask the students to hypothesize why the sumi brush wanted to help the peasants rather than the landlords or the emperors.

Ask the students to generalize the social structure (Five Relationships of Confucius--elementary introduction: example--emperor is over landlord in power; landlord is over peasant in power--the Five Relationships can be further developed later in the unit study).

Ask the students to suggest a means of satisfying all of the people introduced in the story.

Religious:

Ask the students if they saw any religious connotations in the story. If so, ask them to explain their discoveries in relation to the cultural growth of the Chinese Civilization through religion, as interpreted from the context of the story.

Additional Activities:

Ask the student to draw a picture of the sumi-brush and/or the dragon.

Ask the student to paper maché the sumi-brush, the dragon, or the objects the sumi-brush painted and presented to the people.

Ask the student to pretend he is the peasant spokesman of the village of Magicville. Suggest that he has been selected to tell the largest, most magnificent six-headed dragon he has ever seen to search for the sumi-brush. Other students may want to act out the entire story.

Ask the students to make a bulletin board of the food, clothing, furniture and crops the peasants would need in order to satisfy their basic needs.

Ask the student to make a list of the food a peasant is likely to eat.

THE TWO-ONES

by Sonia Cowen

Once upon a time, a long while ago, there were Two-Ones. The first-one was a sumi-brush, and the second-one was a dragon of the largest, most magnificent six-headed size you ever saw!

Now, during the time of bunion harvest, in the land of red bunions, where many peasants strained to turn the mills of hemp, the Two-Ones roamed the regions of ancient China.

Each had much to be examined about them. The first-one, the sumi-brush, was an unusual brush, indeed! It was painted blue with orange and purple polka-dots, and the rims of this sight were stripes of green and yellow and squares of red. This sumi-brush was carried between the teeth of the largest, most magnificent six-headed dragon in the district.

Now, you may wonder, "What was a second-one, the largest, most magnificent six-headed dragon I ever saw doing with a painted blue with orange and purple polka-dotted, green and yellow striped and red-squared sumi-brush between his teeth?"

Well, that is a good question to ask. Now, you shall hear the answer, which was given to me by the largest, most magnificent six-headed dragon in the district, himself. Of course, this largest, most magnificent six-headed dragon in the district did have a difficult time telling me this story, due to the fact that he had to speak with a painted blue with orange and purple polka-dotted, green and yellow striped and red-squared sumi-brush between his teeth. This you will have to sympathize with, for I had a very difficult time with the translation. And, should anyone tell you that I do not speak the truth, then ask them to try interpreting a story told to them by the largest, most magnificent six-headed dragon in the district that had to speak with a painted blue with orange and purple polka-dotted, green and yellow striped and red-squared sumi-brush between his teeth! And when they have, phone me, and I'll make corrections in my story--until that time, let's begin with the tale--not the tail of the largest, most magnificent six-headed dragon in the district, with a painted blue with orange and purple polka-dotted, green and yellow striped and red-squared sumi-brush between his teeth, but the tale which means the story about the "Two-ones."

Now, this tale was told to me by the largest, most magnificent six-headed dragon in the district, with a painted blue with orange and purple polka-dotted green and yellow striped and red-squared sumi-brush between his teeth:

> "(Again), *once upon a time, a long while ago, I was walking along the road, rather I was prancing merrily along the path of a seed-bed. Anyway, I came to a turn in the road and had to decide which way I wanted to go.*
>
> *The decision was long and hard and most frustrating. For you see, I am the largest, most magnificent six-headed dragon in the district, and for me to decide, the thought in my mind takes perhaps a period of two or more weeks to travel from my mind to my feet, before they start turning and going the direction I want them to travel. This is very fine for you to imagine with not too much difficulty, which*

direction you want to travel, because you are not the largest, most magnificent six-headed dragon in your district! For me, the decision in my thoughts is a very large task. To prevent delay of many weeks, I have to make up my mind at a very fast pace. So, I thought and thought, "Which district has enough food to feed six-heads and an empty stomach? Which district has enough water for me to drink? Which district has advertized for the largest, most magnificent six-headed dragon they ever saw?"

Ah, well, the decision was not the fastest one I've ever made, but it was indeed a decision to make and keep--you see, even if I decided I didn't want to go the path I chose, well I can't change my decisions for this reason: once my feet have started to move, it takes my thoughts another two weeks or more to signal the feet to stop moving. The matter is very difficult, indeed! However, it's something I have learned to live with--until I can trade in my feet and thought tunnel-systems for newer models, which won't come out on the market for a while, until someone at least discovers me.

Now, how did I come to travel? Well, after two weeks or so of patient waiting, and waiting patiently for my feet to receive the message my thoughts were dispatching, I had to wait another two weeks--the system was on strike. After much thinking, progress was finally made--and the thought broke through the lines and made its way down to the feet.

"Hello! Hello, down there!

"Yes! Hello, back!" replied the feet to the mind.

"It's about time you answered; I've been trying to reach you for a full month, now! Your party-line has been busy again!"

"Sorry about that! I've been having a tie-up with the system. Everything's okay, now! I don't think they'll decide to strike again!"

"We're going to move East, and towards the town of Magicville on the fishless river of Gorge-Us".

The feet understood, and shifted in to low gear, second-gear, and finally third gear! So on my way, I traveled the path, my feet following directions, and prancing, rather galloping along the seed-beds and dikes of the banks of the fishless river of Gorge-Us.

I kept telling myself: "I understand they have a vacancy for the largest, most magnificent six-headed dragon they ever saw. I want to apply for the position."

Now, a long while ago, I remembered hearing about the people of this district--Magicville. I was able to think while my feet did the running, and so I thought about these people. I wondered if the pay for such a position would be worth the staying; I wondered if the cats in the district ever listened to music, and if Magicville was actually magic at all.

I finally ran into the town. "Where do you want me to position myself?" I shouted to the villagers standing, running, and fainting. Undoubtedly, and apparently, I was the largest, most magnificent six-headed dragon they ever saw! I was probably a very shocking sight to behold--and since I was too large to be held, I sat in the village and waited for the new employer to approach his new employee.

The villager approached. He said he was the spokesman of the people. He said that the villagers needed a dragon to work twenty-four hours a day in search of the magic sumi-brush that had once lived and worked in their village.

Well, I had never thought of myself as the largest, most magnificent six-headed dragon detective you ever saw, but since I did have six heads, one could search one day, the second could search one day, and so on. Of course, on the seventh day of the week, I'd have to rest, because I'd be out of heads until the start of the next week. The conditions were agreed to: If I could and would find the magic sumi-brush, I'd be paid in full, and if not, they could "Sue-me!"--little pun there for those who appreciate my taste.

The search began. I searched the hills, the mountains, the plateaus, and other areas of high elevation--which was not very hard, since I am the largest, most magnificent six-headed dragon detective you ever saw. Then, I searched the valleys, the basins, the canyons and the gorges. Then, I searched the dry and the wet river beds. (I searched the river so many times, that I actually got a bath once a week).

Suddenly, from behind the trees of a forest came the brightest colored paints I've ever seen. Something was painted blue with orange and purple polka-dots, and the rims of this sight were stripes of green and yellow and squares of red. This was where I was to find the first-one -- the sumi-brush painted blue with orange and purple polka-dots, and the rims of stripes of green and yellow and red squares.

I called and called for the sumi-brush. I was sure this was the sheltered area where I would find such a magic sumi-brush.

Sure enough, the sumi came down from a tree branch where it had been hiding. That was where it had been born; in this area was its native woods. He had run away from the village of Magicville to visit his homewoods.

I told him that he was not under my arrest but that I'd sure like to take him back to the village of Magicville along the fishless river of Gorge-us, where the villagers were very anxious to see him.

"Why do you suppose I ran away?" asked the sumi-brush?

Now, the thought had to wander around in my six heads, and that took a full week--going in went the question, and out came the reply seven days later: "I don't know!"

"I didn't want to keep making the emperor richer and richer, the landlords greedier and greedier, and the peasants more and more dependent upon me. I grew tired of being at their demand all of the time!" said the sumi. "The peasants were very poor. So one day I decided to paint food which they could actually taste, digest, and fill their stomachs with. Then, I decided to paint pictures of clothing and furniture which would supply many of their needs. I even painted beautiful fields of rice plants ready for harvest."

The sumi brush began to cry, but I asked him to continue for this was the direct information that a dragon detective needs to know.

"Very well," he said, "I will continue. I didn't want to keep feeding the peasants. They had to learn how to feed themselves. I grew tired of being at their demand all of the time. They are very poor. So they need lots of food and other things to satisfy their needs, and to keep them alive and healthy. But what I painted for them they were not always able to keep for themselves. Their landlords saw what they had and wanted their food, clothes, furniture and crops. This loss meant I had to work extra hard to draw and paint enough to satisfy both the poor peasants and the greedy landlords. This I was barely able to do.

"Then, the emperor heard that the landlords were growing rich and demanded higher revenues be charged. The landlords gave up many of their riches to the emperors, and then tried to replentish their losses by taking from the peasants, who in turn, asked me to draw more and more food, clothes, and furniture and plant the fields.

"I grew very tired and angry at having to work overtime over and over."

The sumi-brush began to weep again, running all his colors and muting the beauty of work.

I asked him to think of a way that would allow him to remain free and for me to not be sued. I told him my pun--

he thought it was very funny. Anyway, I thought that I should help this sumi--for we were two loners in our district--as I am sure you have never seen a sumi-brush painted blue with orange and purple polka-dots, green and yellow striped with squares of red--nor the largest, most magnificent six-headed dragon detective! If you have, phone me.

Anyway, this sumi sat down in a jar of paint, where he is also comfortable, and began to think. He thought aloud, drawing words and thoughts and lots of food. He started drawing boxes, and loads of clothing and heavy furniture, and porcelain dishes. He painted a pair of chopsticks, tea kettles and rice plants. He painted fish to fill the fishless river of Gorge-Us and a pail full of grasshoppers.

Now, this may seem strange, until I tell you what I asked him and what he replied: "Why did you paint the pail of grasshoppers?" I asked.

He joked and told me that the peasants would have to stop jumping if something else did it for them."

Ha! So I asked him again. "Why did you really paint the pail of grasshoppers?"

"Someday, a man named Tau-Kuang will take this pail of grasshoppers from his island and sail the seas. One of these grasshoppers will be magic and will turn itself into a cricket. Tau-Kuang will take this new cricket to a land where no rice is grown, where men only eat fish, and the grasshopper will help this Tau-Kuang feed the villagers."

Well, if this was a survival of answers, I did not want to listen for more. I was anxious to hurry back to the village with an answer to this problem. I was hungry and tired and having to make decisions with much difficulty.

The sumi finally thought of a plan. "We'll call ourselves the *two-ones!*"

Well, I must say, the sumi was probably the dumbest thinker I'd ever met. I couldn't imagine how calling ourselves the *two-ones* could solve any problem. I told the sumi that he'd have to think a lot harder than that to solve our problem.

He said he *had* thought of the perfect solution because when you say *two-ones* very fast, it sounds like the word *twins!*

"So?" I said. "Big deal!"

"But don't you see!" said the sumi, "if this is so, then we can call ourselves the Siamese Two-Ones and people will think we just said 'We are the Siamese Twins!' And since you are very large, and I am very small, we shall travel together. The villagers, because of your size, can not deal with you!"

"Hey, I am a *big deal!*" I said, then I let him continue to plan our solution.

"What is two parts joined, yet inseparable?" he asked.

"Ah, I guess I don't know."

"Siamese Twins!"

The answer was true, but how could we be Siamese Twins? He said the solution was simple--he could live between my teeth. So if any of the villagers went to pull him away from me, my teeth would glisten in the sun and frighten them.

"Do you really want to frighten them?" I asked.

"No," replied the sumi, "I just want to leave the peasants with enough to satisfy their needs, and allow myself the freedom to travel to other districts to help the peasants of other villages."

I gave the sumi a ride to the bottom of the hill and along the fishless river of Gorge-us, where the sumi filled the waters with many fish. We traveled to the outskirts of Magicville. Sumi said it was all right to run into the town--so I did.

We called to the villagers, "Come!"

"Look what I have found--your magic sumi-brush!"

The villagers were very pleased and very grateful.

The sumi painted the needs of the villagers and then told them that the Siamese Two-Ones were on their way to other villages. The villagers thought the sumi said "The Siamese Twins are on their way to other villages."

The villagers were not pleased to see the sumi leave again, but they thanked me for finding the sumi and for returning him to the village for at least a while.

So, we left, traveling to districts in South China, districts in Outer China, and districts in North China. Each district greeted us with much warmth, and let us part, each holding much sorrow in his heart when we left.

So, with much fame and much food-making, the dragon and the sumi brush traveled. And to this day, you may still hear the villagers whisper with amazement about the largest, most magnificent six-headed dragon detective they ever saw, who, incidently, traveled with an unusual magic sumi-brush, painted blue with orange and purple polka-dots, and green and yellow striped with squares of red, riding between his teeth. This will be the story of which you have just heard--and you will know the truth about the "Two-Ones."

DAILY LESSON PLANS: ____ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will familiarize himself with the history of the chopstick in relation to cultural convenience in the Chinese Civilization.

The student, in developing psychomotor skills, will be able to manipulate and utilize successfully the Chinese-style chopsticks.

The student will formulate generalizations as to the economy, values, and needs of the Chinese Civilization, in dynastic China and modern China, in relation to their food orientation--emphasizing the cultural ecology of China as divided into the three major regions (geographical) and the foods characteristic of each region.

ACTIVITIES:

1. The students will be instructed to look at two types of chopsticks--one pair will have pointed tips, and the other will have blunt tips. The student will be asked to distinguish between the two (Japanese and Chinese, respectfully) after having familiarized himself with the history of the chopstick in relation to cultural convenience in the Chinese Civilization. (The student may do research independently or in groups or as a class; the teacher may want to introduce this information through group discussion, individualized learning packets, or class discussion).
2. The students will be instructed as to the use of the chopsticks and how to manipulate them in picking up wet clumps of paper towel, smaller pieces of wet tissue, and finally, paperclips.
3. The student will be encouraged to engage in class discussion of cultural ecology of China in relation to the three major regions--emphasizing environmental factors, such as rivers supplying fish diets, and deserts requiring the reservation of water in the diet.

TIME AND ORGANIZATION:

Activity (1) will take approximately twenty minutes.
Activity (2) will take approximately twelve minutes.
Activity (3) will take approximately forty-five minutes, three additional minutes allowed for clean-up.

MATERIALS:

Two styles of chopstick (Japanese and Chinese). Variations in materials for each style may also be displayed (ivory, wood, plastic, pearl, etc). Resource material for researching the history of chopsticks.

EVALUATION:

If the student is able to satisfactorily achieve each of the above stated behavioral objectives, the teacher may assume the student is aware of the concept introduced.

HOMEWORK ASSIGNMENT:

The students may design a carving they would like to draw onto their chopsticks. The students may write a story about the "First Chopsticks" or about the "Last Chopsticks."

TEACHER'S NOTE

LESSON

Activities:

Activity One--Ask the students as (1) a class, (2) groups, or (3) individuals, to examine the display of chopsticks characteristic of the Japanese and Chinese Cultures.

Ask the students to research the history of the chopstick or introduce the information through role playing (The First Chopstick), story telling, group or class discussion, or individualized learning packets.

Interesting information may relate to such facts as:

The Chinese had knives and forks long before Columbus even sailed to America, but they gave them up for the elegance of the chopstick.

The word "chop" means "fast." Why do you suppose this name might be attached to the use of the chopsticks?

You can master the use of chopsticks to the degree of an art, in which you are able to cut egg or spring rolls, merely with the crossing and uncrossing of the chopsticks, in a "quick" scissor fashion.

The chopstick is not the only utensil utilized by the Chinese--there are porcelain spoons (as an example).

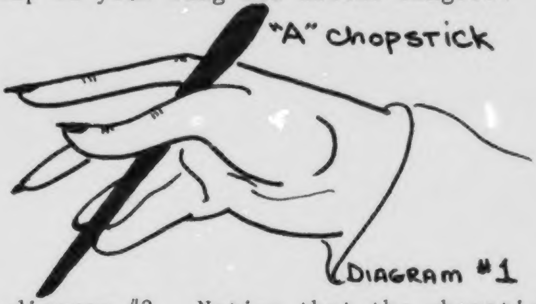
Activity Two--In teaching the use and manipulation of the chopstick, teacher-class or teacher-group or teacher-student methods may be employed, as well as student discovery or individualized learning packets (instructing the student how to hold the chopsticks in the hand).

If the teacher is not familiar with the use and manipulation of the chopstick, the information provided below may prove helpful:

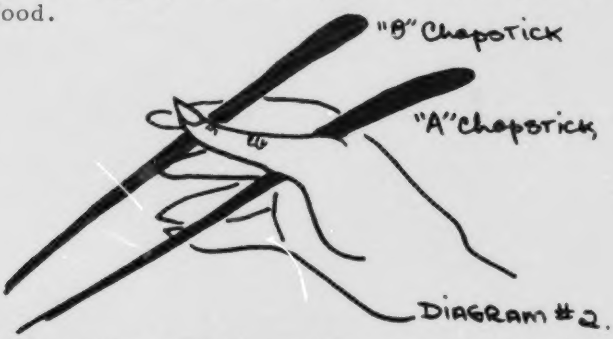
Use--: The chopstick can be useful when the meal is prepared in small, bite-size pieces. The chopstick can be used in eating meats, vegetables, arranged fruit dishes, and soups. The soup contents may be eaten either with the use of chopsticks, later drinking the broth from the bowl--or with the porcelain spoon.

Manipulation of the Chopsticks--: The chopsticks which will probably be the easiest to master are the wooden ones.

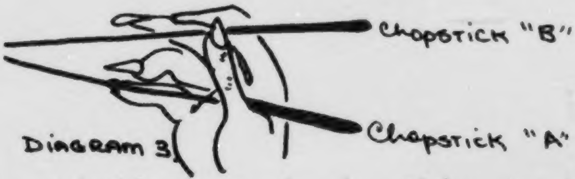
Look at diagram #1. Notice that the chopstick labeled "A" is positioned between the thumb and the index finger, about two-thirds of the way up the length of the chopstick. Allow the lower part of the chopstick to rest on the tip of your ring and little fingers.



Look at diagram #2. Notice that the chopstick labeled "B" is positioned above chopstick "A", with the tip of the thumb and index finger pressing the length against the middle fingers, allowing the sticks to form a point at which the meeting of the two sticks enables you to grasp the food.



Allow chopstick "A" to remain stationary and chopstick "B" to move up and down, thus, like a pencil being held, bending the index finger and the middle fingers.



If you decide to use the chopsticks, try picking up wet clumps of paper towel, or practice with clumps of wet bread until you have found the technique which helps you to coordinate the chopsticks in a comfortable way.

Activity Three-- This activity is used basically as a means of introducing the student to discovery of the differing cultural/ecological biomes of China:

(1) geographically divided into three major divisions previously discussed
  a. South China
    1. Physical barriers
    2. Environmental factors
    3. Subsistence activities
    4. Types of food grown and eaten
    5. Trade routes
  b. North China
    1. Physical barriers
    2. Environmental factors
    3. Subsistence activities
    4. Types of food grown and eaten
    5. Trade routes
  c. Outer China
    1. Physical barriers
    2. Environmental factors
    3. Subsistence activities
    4. Types of food grown and eaten
    5. Trade routes

Questions for Use in Class Discussions:

Ask the student what he might eat if he were living in South China, in North China, in Outer China. Encourage the student to utilize and apply the knowledge he has gained from learning about the physical barriers, environmental factors (climate, vegetation, river systems, etc.), subsistence activities (farming, herding, industrializing, mining, shipping, nomadic orchard harvesting, etc.), residence patterns (stationary, migratory, nomadic, etc.), in addition to the following questions:

(1) What do the people in this area do for a living?
  a. Farm? (If so, what do they farm?)
    1. rice? (If so, in what region? Do they trade it?)
    2. wheat?
    3. millet?
    4. fruits?
    5. peanuts?

  b. Herd? (If so, what do they herd?)
    1. Water buffalo? (If so, in what region(s)?)
    2. Sheep?
    3. Horses?
    4. Camels?

  c. Mine for Minerals? (If so, what do they mine?)

Activity Three--
(Continued)

(2) What might the people in this area (name) eat?

- a. What they grow? Why or why not?
- b. What they trade? Why or why not?
- c. What they manufacture? Why or why not?
- d. What they mine? Why or why not?

(3) What might the people in this area (name) utilize as a natural resource of food?

- a. The rivers? Why or why not?
- b. The mountains? Why or why not?
- c. The valleys? Why or why not?
- d. The deserts? Why or why not?

(4) Is it necessary that the people in this area (name) use animals, machines, or trade to help build their food supply? Why or why not?

Discussion should be generalized when including aspects regarding economical factors, values, and needs of the Chinese Civilization in both dynastic and modern times for the purpose of this lesson. Future discussion may deal with specifics including this topic.

Discussion, in abstracting from specifics to generalizations, (or from generalizations to specifics), should be structured slightly to allow the student(s) to organize and formulate the concepts easily and establish a relationship between the concepts of cultural ecology characteristic of and universal to each region in China:

(1) Economical structures

- a. Does this region trade? (If so, what do they trade? Does it trade with another region? If so, which region? Why does it trade? Etc.)
- b. How stable is the economy of this region? (Is it threatened by the flow of trade? Is it threatened by environmental/climatical factors or phenomena? Etc.)
- c. What is available to the people of this region?
  1. Resources?
     - a. Man-made/imported?
     - b. Natural?
  2. What is the economical input?
  3. What is provided by the government to the people of this region, if at all?
- d. Is this region more productive in comparison to other areas? Is this region, with the other areas, an asset to making China (dynastic and modern) productive in comparison to other nations?

(2) Social Organization

a. Division of labor--Who in this region (name) gathers, harvests, plants the foods; or mines the mountains; tends the sheep--etc. (This aspect is included as a means of helping the student(s) visualize the work capacity available in comparison to the work capacity utilized.

b. What food might the father in this region eat?
What food might the mother in this region eat?
What food might the children in this region eat?

(3) Religious

a. Are there any religious tabus placed upon the food grown, traded, or eaten in this area? (If so, why? If so, what are they? If so, how does this effect the economy, social organization or political organization of this area? If so, does this prove beneficial/harmful to the people of this area? Why or why not?)

b. How might the religious systems provide barriers to the food supply of a nation, an area?

(4) Political Organization

a. In relation to social organization, who labors for the food and who receives? (dynastic and modern China).

b. What political barriers might hamper the food supply in this area?

c. Does the government (dynastic and modern China) aid the people of this area in supply of food? Why or why not? (If so, how is this done? If so, how does this benefit/harm? Etc.)

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will create an insect which is presently a menace to the people of farming communities in China, after having listened to the short story, "The First Rice Crop."

ACTIVITIES:

1. The teacher will read the story, "The First Rice Crop."
2. The students will discuss the concepts offered in the story.
3. The students will discuss the plausibility of a present menace of farmers having provided the first rice seeds.
4. The students will discuss the directions for making paper mache projects.
5. The students will make a paper mache grasshopper, locust, or cicada.

TIME AND ORGANIZATION:

Activity (1) will take approximately twenty minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately ten minutes.
Acitvity (4) will take approximately five minutes.
Activity (5) will take approximately thirty minutes.

MATERIALS:

The short story, "The First Rice Crop"; balloons, paste, strips of newspaper, and paint for the paper mache project.

EVALUATION:

If the students are able to successfully attain the above stated instructional objectives, then the teacher may assume that the concepts were understood as stated.

HOMEWORK ASSIGNMENT:

THE FIRST RICE CROP

By Bruce M. Mitchell

Lin Chung was a fisherman in a small village near Minhow. He lived many years ago. All the people in his village lived from the food of the sea. Fish was the only food they knew. They were a happy people who loved the sea. Lin Chung was the best fisherman in the village. He knew where all the large schools of fish lived. His boat would come back with lots of fish. Each meal they would eat fish. Fish for breakfast, fish for lunch, and fish for supper.

One day Lin Chung had just finished supper. He thought of the fish he had just eaten as he strolled along the beach watching the sunset.

"That was good fish," he thought.

He walked some more and thought of the fish he ate.

"I wonder if there are other things to eat."

He wondered if animals would be good to eat. He thought about rocks and trees, wondering if they would be good to eat. He tried to eat a rock, but he couldn't bite it. It was too hard. He tried to bite a tree, but it was too big to get his mouth around. He broke off a small twig and started eating that. He spit it right out because it tasted so bad. He even tried eating a seashell but it had no taste either. Maybe fish was best after all!

Suddenly, Lin Chung noticed an object coming from the sea. It was just a small speck and he could barely see it because of the coming darkness. It came closer and closer. Finally, he saw it was a small raft with a person on it. He went to the shore, and waited for the raft to come closer.

"Who are you?" he asked of the person on the raft.

"I am Tau-Kuang. I come from an island in the ocean. I am lost and will never see my people again."

"I am sorry you are lost," said Lin Chung. "How did you get lost?"

"I decided to go fishing for some new food. I was tired of eating rice. I wanted something else to eat. Eating only rice is tiresome for anyone. But I am so very sad. I must live here with you. I have only my pet cricket. He is a very special cricket."

"What is rice?"

"You don't know?" asked Tau-Kuang.

"We have no such thing here in our village," explained Lin Chung.

"Rice grows in wet places. It grows into kernels which are very good to eat. I would show you but I do not have any with me. Only my magic cricket did I bring."

"Magic cricket?" Lin Chung was surprised.

"Yes. He is here in my hand. He was given to me by a very special person of my island. The cricket does many good things. He helps people. He heals them when they are sick. He clothes them when they are poor. He feeds them when they are hungry. He is, indeed, very special."

Lin Chung looked at the cricket. But this magic cricket looked no different to him than any other cricket.

"Come with me, friend. Spend the night with us. I am sorry you are lost, and that you can never find your island again. But you will be happy in our village."

The next day Lin Chung told the fishermen about the new visitor. He told him about rice and the magic cricket. The villagers had many questions:

"What is rice?"

"Does it swim in the sea?"

"Does it taste just like fish?"

They all looked at the cricket and asked many more questions:

"What magic does it have?"

"Is his magic good or bad?"

Tau-Kuang explained. "Rice does not taste like fish. Rice tastes like rice. The cricket is good. I will show you what I say."

The cricket hopped out of Tau-Kuang's hand, and onto the ground. The cricket sniffed the soil around him. The villagers gasped when he opened his mouth. He had teeth! That is, it looked liked he had teeth! The cricket hopped many times, spitting something out of his mouth.

"He spit out a tooth! He spit it into the soil!" The villagers were much surprised.

The cricket hopped and hopped. He spit and spit. Each time he spit, a tooth came out and was buried in the soil.

"Why does he spit out teeth? Oh, Stranger, please answer our questions."

"My cricket does not spit out teeth," explained Tau-Kuang. "He is planting rice in your soils."

All the day, and all the next day the cricket spit rice into the soils. The villagers watched. The villagers watched the rice go into the ground, but they could not see the rice grow out of the ground. The villagers began to wonder if the stranger was fooling them.

"The stranger and his cricket do not tell the truth. They cannot make rice. They only spit teeth into the ground." The villagers grew angry at such thoughts.

The villagers got so angry that the new visitor had to leave the village and live in a nearby cave with his cricket. Tau-Kuang told the villagers that the rice would grow but they did not believe his words. Only Lin Chung believed the stranger. Each day Lin Chung would take Tau-Kuang some fish, for Lin Chung had found a friend.

Then, one day the fish stopped coming in the waters near Lin Chung's village, and the villagers grew hungry.

"It is the new visitor and his cricket!" cried the villagers. "This stranger and his cricket are evil ones. That is why the fish will not bite the lines we offer."

The villagers climbed the hill to Tau-Kuang's cave. They thought of killing the newcomer and his cricket. Just as they neared the cave Lin Chung called out.

"Do not harm Tau-Kuang! Do not harm his magic cricket!" The villagers did not want to listen.

Lin Chung again called out. "Stop! Look in the fields of our village!"

The villagers looked in the fields. Many, many white teeth grew. They were rice plants! The villagers ran down the hills and into the fields. They harvested some of the crop and ate the kernels of rice. They all ate rice and liked the taste very much. The new visitor was saved. His cricket was saved, too. Suddenly, the fish started to bite agian. The villagers and the new visitor all had a great feast of rice and fish. Never again did anyone tire of eating just one thing.

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will choose foods that are characteristic of an American meal he would be served in his home or a restaurant.

The student will choose foods that are characteristic of a Chinese meal he would be served in his home if he were Chinese in (a) South China, (b) North China, and (c) Outer China.
The student will "shop" for food in the Chinese markets of each region.

ACTIVITIES:

1. The class will be told to make up a menu he would use in feeding his own family at home, or the meal he would chose to eat in a restaurant.

2. The class will be told to make up a menu that would be characteristic of a Chinese meal served in South China.

3. The class will be told to make up a menu that would be characteristic of a Chinese meal served in North China.

4. The class will be told to make up a menu that would be characteristic of a Chinese meal served in Outer China.
5. Activity "shopping" for the foods: (See Teacher's Note for this lesson).

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately thirty-five minutes. (See Teacher's Note).

MATERIALS:

Construction paper, magazines, scissors, glue, crayons, paints, pencil and paper. (May want to have toy cash registers or toy shopping carts, or cardboard sampans, etc.)

EVALUATION:

If the students are able to successfully achieve the instructional objectives as stated above, the teacher may safely assume that the students understood the concepts introduced in this daily lesson.

HOMEWORK ASSIGNMENT:

Papers (dittos) should be completed for tomorrow's lesson.

FOOD--General

NAME: ________________________________

Most of us like to eat. Why do you suppose this is so?

We get hungry and the food we prepare satisfies our hunger. Do all people of the world have enough to eat? Explain your answer.

Is it true that everyone must eat to stay alive? Where does all this food come from?

It takes many tons of food each day to feed the world's population. What is trade? It takes millions of people to keep us all fed--how is this so?

Does our country sell food to other countries?

Do other countries sell food to the United States of America?

Can we eat all foods just as they are grown? Why or why not?

Food--Tea:

Name: ______________________

Go to your resource center and look for information about tea. Then answer the questions below:

Tea plants grow in China. Where do you suppose they might grow best?

They bear flowers, which resemble wild roses. The leaves of the tea bushes are used for making the tea we buy in our stores.

The tea of China is often green or black. The color and age of the tea leaves determines the value of the tea, the type of the tea, and the means with which it must be prepared for drinking.

The tea trees must be trimmed to a height of two or four feet high. Picking is done carefully by hand, twig by twig. The pickers look for the newer, tender leaves at the tips of each plant, for these leaves are highly valued and sell for much more money than the older leaves located near the base of the plant.

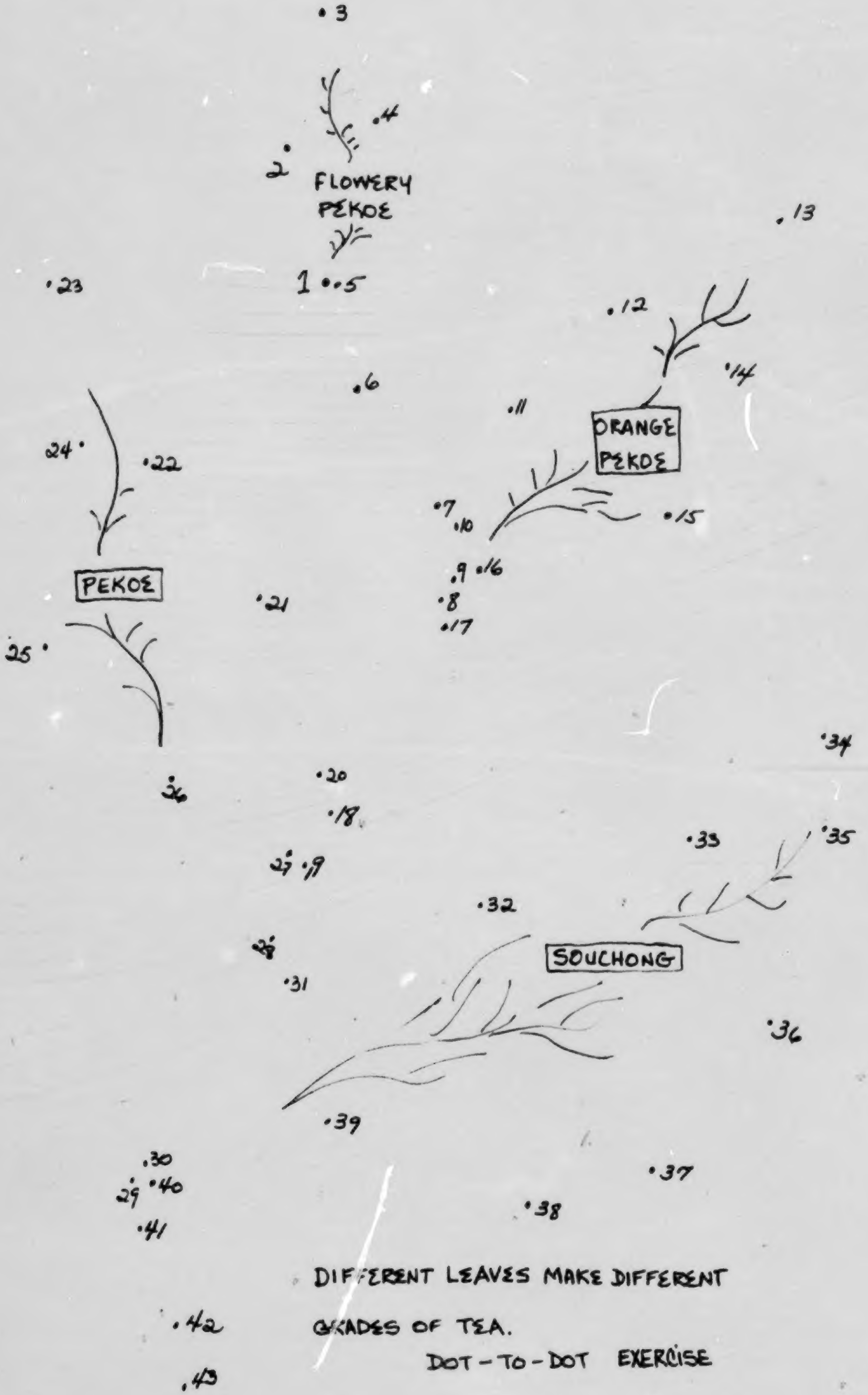
The leaves are left to wilt, after picking, in a large table area. The black leaves are cured, the green leaves are not. What do you suppose curing means?

Curing means the leaves (black) are dried in the sun, heated in ovens, and sorted to remove the poor leaves and twigs.

Grading of tea means sorting larger leaves from smaller leaves. Many times machines do this work. Many times people must "grade" the tea by hand. This takes a very long time, because the people must "shake" the tea through screens of different sizes.

Tea is packed and shipped around the world. Can you find any tea in your house? Is tea ever mixed into different blends?

What else have you learned about tea? (Write your information in the space provided below):


FLOWERY PEKOE
ORANGE PEKOE
PEKOE
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DIFFERENT LEAVES MAKE DIFFERENT GRADES OF TEA.

DOT-TO-DOT EXERCISE

NAME: ______________________

FOOD--Fish:

IF THOSE FISH COULD SEE ME NOW

(Sung to the tune of: "If They Could See Me Now")

If those fish could see me now,
That fishy school of mine--
I'm swimming straits and salty seas
Beneath the foamy brine.

I want those fishy chums
To know where I have swum--
The Grand Canal, South China Seas--
My fins are getting numb!

What a swimmer! Holy Fish!
They'll never live it down!
Now I'm on the Emperor's dish!
But he'll never get me down!

--Sonia Cowen
Bruce Mitchell

QUESTIONS TO ASK YOURSELF:

Do you like to watch fish swim?

Would you ever like to be a fish?

Do the Chinese like fish? If so, in what ways?

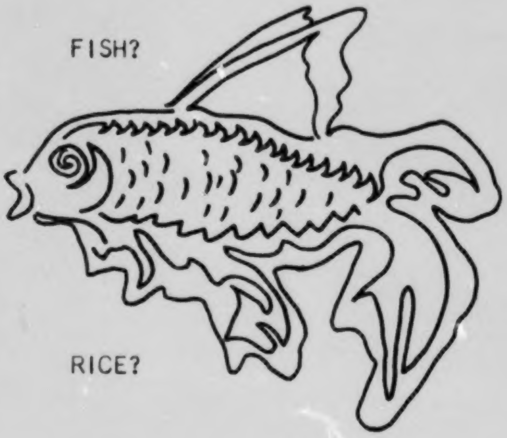
Do you like to eat fish? Do the Chinese like to eat fish?

Can you draw a fish?

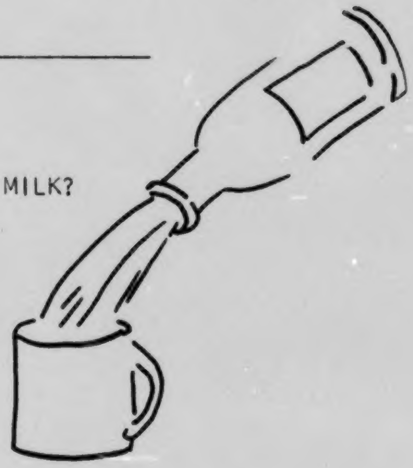
NAME: ______________________________

WHAT DO MOST CHINESE FARMERS EAT?

FISH?

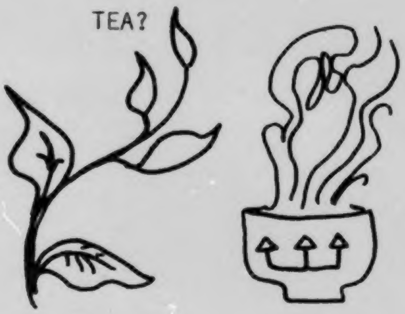


MILK?

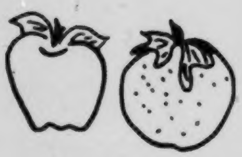


RICE?

TEA?

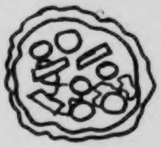


FRUIT?



ICE CREAM?

PIZZA?



VEGETABLES?

WHAT DO YOU LIKE TO EAT?
DO YOU LIKE TO EAT WHAT
MANY CHINESE PEOPLE LIKE
TO EAT? WHY OR WHY NOT?

WHAT DO THEY EAT THE MOST OF?
CIRCLE THE ANSWERS:

FISH RICE ICE CREAM

FRUIT PIZZA TEA MILK

VEGETABLES

PLAYHOUSE REVIEW

(1) Student: What is the difference between a fish and a piano?

Class: You can't tuna fish!

(2) Student: How do you keep a fish from smelling?

Class: Cut off his nose!

(3) Student: Where are the major industrial regions of China located?

Class: North China.

(4) Student: What man can raise things without lifting them?

Class: A farmer.

(5) Student: On what side of the peasant's house does he plant his rice field?

Class: The outside!

(6) Student: (Waiter): These are the best eggs we've had for years!

Class: (Customer): I'd rather have some you've only had a few days!

(Here the teacher might wish to interrupt and comment about the Chinese practice of burying eggs for many years before consumer prepares them for the meal).

Encourage the student to invent riddles or puns as a means of reinforcing the concepts formulated through this unit.

TEACHER'S NOTE

LESSON

Activities

Activity One--Encourage the student to vary his "native" menu enough that it will:

(examples:) (1) Contrast with the meals eaten in China

a. Indian corn
b. Spaghetti and pizza
c. Pork and beans with brown sugar and molasses
d. Hominy grits
e. Crumpets with tea

(examples:) (2) Be comparable to the meals eaten in China

a. Soup
b. Vegetables
c. Meat
d. Fish
e. Rice
f. Ice Cream
g. Raisins

Activity Two--Encourage the student to be creative yet knowledgable in inventing this menu (suggest that he apply the knowledge his previous lessons have supplied him with)

(examples:) (1) If the student is eating a meal in South China, what would he eat if:
a. He's sitting in a fishing village
b. He's riding a sampan down the Yangtze River
c. He's plowing his fields
d. He's sitting in the middle of his rice paddy
e. He's a merchant in a port city
f. He's an old man
g. Etc.

(Activity Three) (2) If the student is eating a meal in North China, what would he eat if:
a. He's working in a factory
b. He's working in a mine
c. He's working on a millet harvest crew
d. He's been sick for the last twelve days
e. Etc.

(Activity Four)

(3) If the student is eating a meal in Outer China, what would he eat if:

a. A sand dune is ready to shift direction
b. A camel is riding into camp
c. He's been riding a horse across the desert for five weeks
d. The oasis is drying up
e. The irrigation ditches are filling with water
f. It has been a good grazing season
g. The fig trees are in unripe stages
h. Etc.

Activity Five--This activity can vary according to the age of the students and the amount of time allotted (perhaps an additional day may be needed):

(1) The students may wish to set-up an "American" supermarket and "shop" for the menu they have prepared.

(2) The students may wish to set up a "Chinese" market place and "shop" for the menus they have prepared--

(a) They may want to draw the scenery of a rice paddy, or a sampan, or a market area in a trading/market city.

(b) They may want to auction the food "bought."
(c) They may want to draw or construct the "food" they are "buying".
(d) They may wish to "hunt" the food they have listed on their menus.

(3) The students may wish to compare regions of the United States to regions of China in relation to the differing food types found in each area--:

example: The Canton food of South China has no spices, while the food of the south in the United States is prepared with much spice.

The food of North China is many times millet and corn. The South of the United States has food of corn and millet menus.

The food of Outer China (Western China) is often fruits. The fruits of the United States come mainly from Florida, a southeastern state, and California, a southwestern state.

DAILY LESSON PLANS: ____ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to manipulate the chopsticks during the eating of the Chinese meal prepared for this lesson.
The student will be able to identify the region (South China, North China, Outer China) from which the course of the meal is characteristic, (relating back to knowledge previously provided: crops, climates, soil types, topographical features/environmental factors, etc. characteristic of each area and influencing the types of food characteristics of each area). (Review of yesterday's lesson).

ACTIVITIES:

The students will review their use of the chopsticks.
The meals will be served in courses, each consisting of a meal from one of the three major regions of China.
The students will taste various meals and distinguish the foods according to areas. (The teacher may also prepare the same foods in a variety of ways, making the food characteristic of a different region--See Teacher's Note).

TIME AND ORGANIZATION: (Entire class time--seventy-five minutes--for meal).

The review of chopstick use will take approximately five minutes.
The entire meal will take one hour and ten minutes approximately.

MATERIALS:

Chopsticks; bowls, cups, tea containers; food.

EVALUATION:

The students will be evaluated according to their participation in the class activity.

(Example evaluation: The student was very enthusiastic and responsive to questions put before him and was able to meet successfully the behavioral objectives established prior to this unit lesson).

HOMEWORK ASSIGNMENT:

TEACHER'S NOTE

LESSON

Activities:

Activity One--This is a review of the lesson previously introduced in the manipulation of the chopstick. Evaluation pertaining to psychomotor skills can be again made.

Activity Two--The teacher may wish to prepare the entire meal prior to the hour this lesson is taught. Much of the meal may be prepared in class--cutting of apples, the roasting of raisins, etc. Below are some suggested meals and means of preparing them.

South China: The rice is seldom bleached, but wild in flavor and not seasoned with sauces. The wheat or bean flours may be used in making the noodles for the Cantonese dish, Chow mein (jade bamboo). For the Pacific area emphasis, served ru taen tong (green soup) or a soup made of chicken and pork broth (equal parts), is suggested.

North China: Serve millet and salt vegetables. Or serve Peiping duck (duck roasted after having been rubbed with egg and honey mixture; it is also served with 30 or 40 course meals).

Outer China: The abundance of fruits and lamb makes the menu from this area.

Actually, a class meal can contain a mixture of all of these menus. Since the primary difference in the Chinese meal is the geographical location and the meat served as the main dish, the meal can be a mixture of two or more kinds of food.

A Chinese meal consists of three or more courses: the appetizers (serve water chestnuts, bamboo leaves fried in oil, shrimp, peanuts fried in oil, or a combination of green peppers, lettuce, celery stalks and leaves, cucumbers, cabbage, and seaweed stir fried in unsaturated oils and served with soya sauce); the fruit (oranges, pineapples, persimmons, apples) and eggs served with fish dipped in egg batter and re-fried; roast duck or pork; rice, millet, or wheat paste may make up the contents of the fourth course.

Each meal consists of three parts: the primary broth, and minute, uniformly cut pieces of meat and vegetables.

Hot tea should be served throughout the meal.

Students may wish to sit at their desks, on the floor, or at a low table constructed from cardboard or plywood propped on a column of bricks, books, etc.

A suggested menu may curb frustration in the preparation of this lesson:

First course: water chestnuts and celery stalks and leaves (stir fried in peanut oil). (South China).

Second course: soup made from noodles and chicken or pork broth, served with soya sauce and eaten with chopsticks and/or a porcelain spoon.

Third course: boiled apples or freshly sliced pineapple. (North China).

Fourth course: (select one)
Duck or chicken (roasted). (North China).
Pork (All parts of China).
Lamb (Primarily Outer China).

Fifth course:
Rice (South China).
Millet (North China).

Sixth course:
Sweets.
Roasted Raisins (Outer China).

Since no food is ever wasted, the left-overs from the first course carry into the meal of the second course and so on. Therefore, you may have boiled apples heated with the roast duck in a soup base, later serving it again with the rice.

The roasted raisins: Place raisins on tooth picks (to resemble the nomads roasting their ripened fruits over charcoals on the ends of sticks); use a tall candle and allow the raisins to roast--just like toasting marshmallows.

You may wish to consult gourmet books for other suggested menus.

DAILY LESSON PLANS: ______________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

Students will distinquish between European and Oriental attire.

Students will distinquish between Japanese and Chinese costume. (Each era of Chinese dress will be introduced, briefly discussed and time alloted for the student to analyze the differing designs of clothing made from era to era).

ACTIVITIES:

1. The teacher will either wear a kimono to class or present a Japanese doll in the traditional attire.
2. The teacher will name and elaborate upon the function of each garment within the total make-up of the kimono costume.
3. The students will be shown pictures of Chinese attire.
4. Through class discussion, the students will be encouraged to make distinctions between (1) European and Oriental attire, and (2) Japanese and Chinese costumes.
5. The students will be made aware of the change in the Chinese costume through dynastic and modern periods, especially in the face of Western cultural collections. The students will also be made aware of the fact that even a culture that changes maintains many aspects of the tradition, explaining the changes in Chinese costume and how the style of the basic tunic has survived the many costume alterations.

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes to display.
Activity (2) will take approximately twelve minutes.
Activity (3) will take approximately twenty minutes, and can be allotted another fifteen minutes if discussion (Activity 4) is included throughout the presentation of Activity 3.

Activity (5) will take approximately fifteen minutes.

MATERIALS:

Opaque projector and pictures of Chinese attire through the eras. Kimono or doll in Japanese traditional costume. Pencil and paper--students may wish to take notes.

EVALUATION:

Students will be evaluated as to their ability to grasp the differences and similarities of costume worn by the differing cultures.

HOMEWORK ASSIGNMENT:

Dot-to-dot illustration of the Chinese Tunic to be completed.

TEACHER'S NOTE

LESSON

Activities:

Activity One--Self-explanatory in Daily Lesson Plan.

Activity Two--You may wish to comment on the function of the obi, the gettas, or the significance of exposing the obi dome (tome stop) or the age (og·gee) as symbolic of age and profession.

Activity Three--Guide the students to the discovery of the basic tunic style, extended and basically unaltered throughout dynastic and modern eras.

As teacher, you may wish to emphasize the detailed formality and rigid rules and regulations promulgated in the wearing of the different versions of costume throughout the eras. You may wish to comment on the function of these rigid rules and regulations in regards to (1) identity through number of dragon claws in the symbolic motifs worn on the dragon robes; (2) the history of Chinese ceremonial costumes, the rank badges and dragon motifs worn on these robes; (3) the differing types of boots--official boots, civilian formal shoes, stilt shoes, scholar shoes, etc.; (4) the riding jackets, informal outer robes, inner robes, leggings and trousers; (5) the color of mourning dress; (6) the purpose of slits in the hunting and military attire; (7) the Peking stage costumes; (8) the costumes of married and unmarried girls; (9) the wedding costumes; (10) the East and Western influence combined; (11) the Mao Tse Tung leader and scholar rules and regulations; ETC.

Many stages of design and pattern may also include pictures depicting differing professions of the Chinese Civilization throughout history:

Examples: (Costumes worn by . . . .)

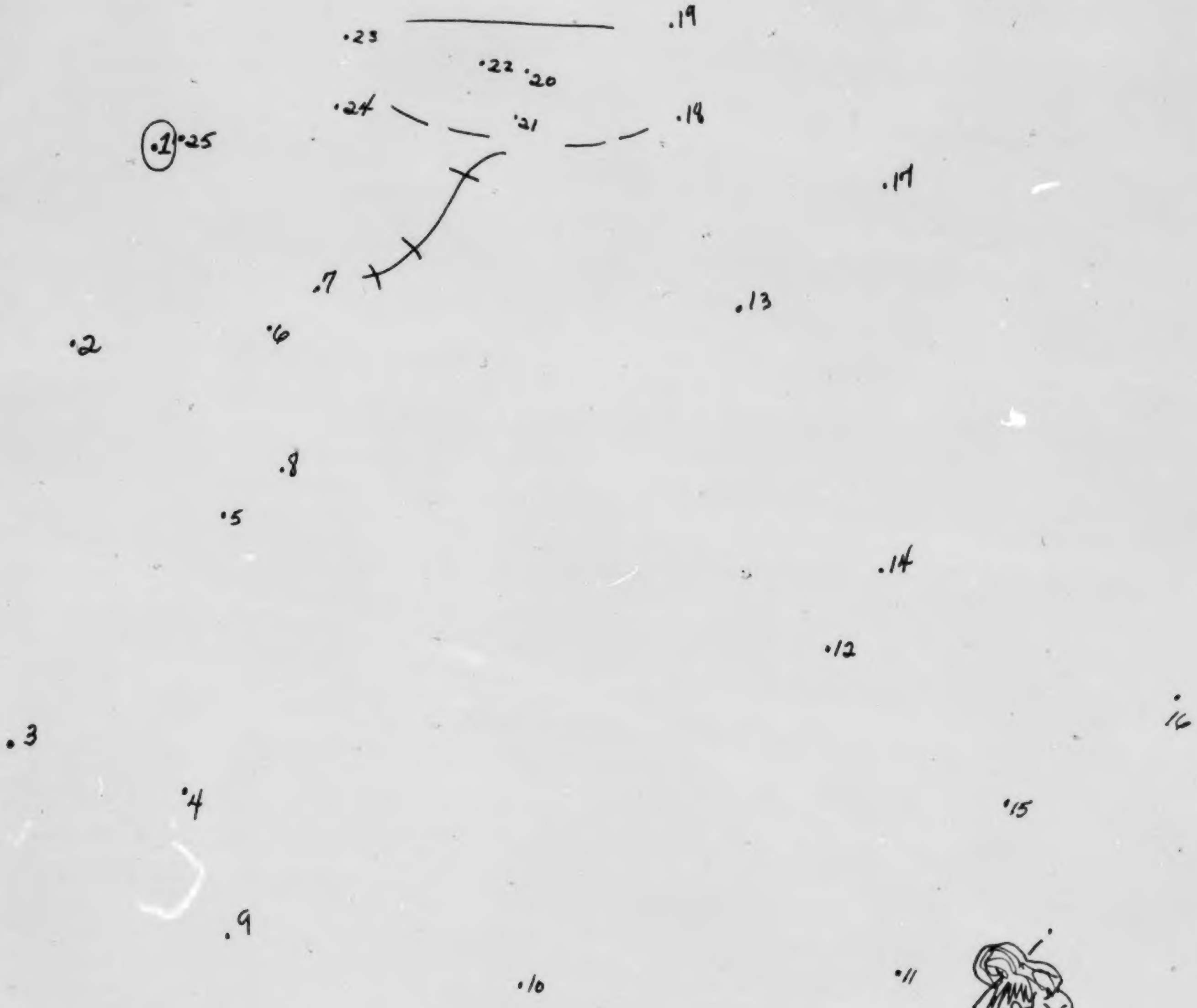
Commander in Chief of the Imperial Army (1912) as compared to the Manchu Emperor (1912) or the peasants (1912) or the first grade official.

The Middle School Student (1870) as compared to the scholar of People's Republic of China (1950).

The district magistrate winter uniform as compared to the district magistrate summer uniform.

NAME: ______________________________

WHAT DOES A CHINESE TUNIC LOOK LIKE? DRAW LINES FROM "DOT TO DOT" AND SEE! THEN, YOU MAY WANT TO COLOR THE TUNIC.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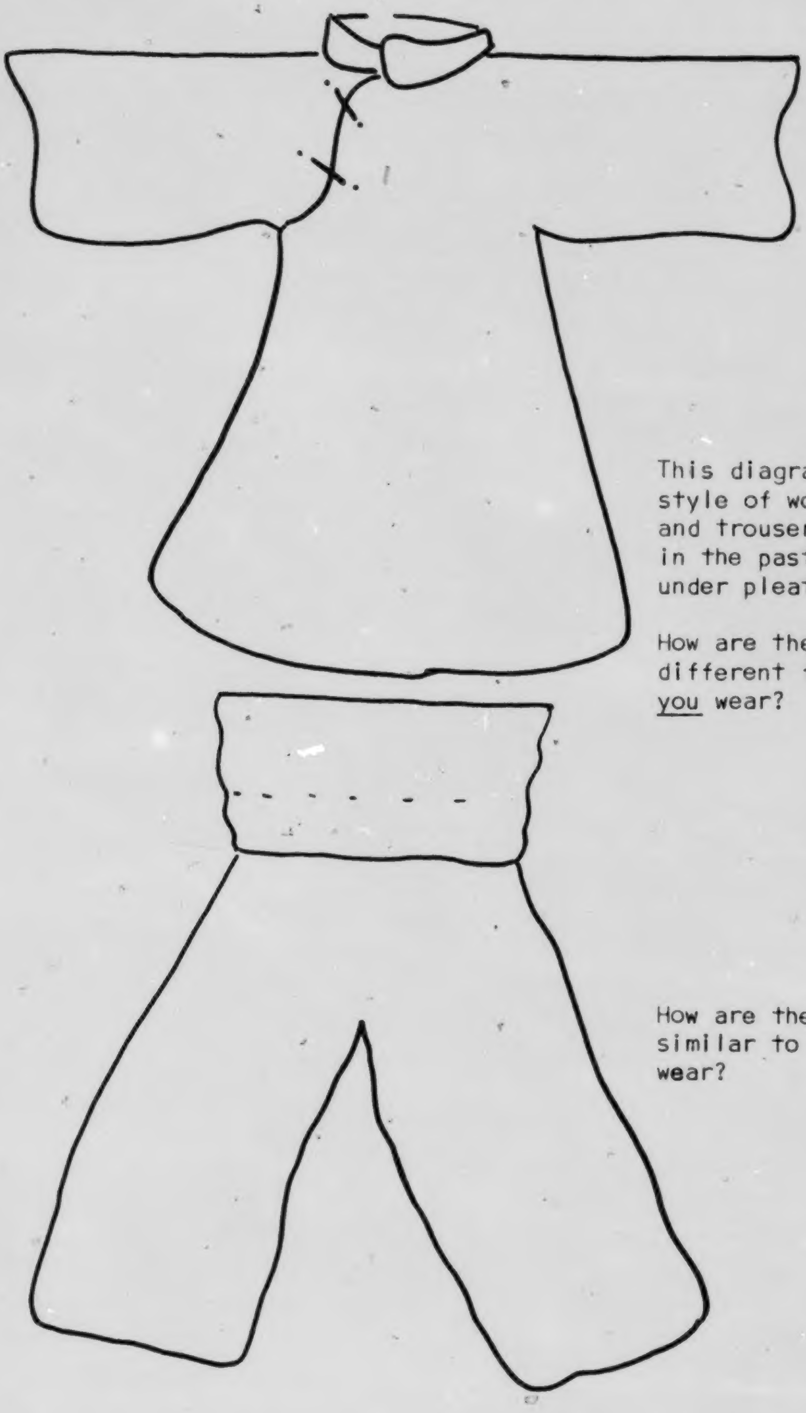
HOW DOES THE CHINESE TUNIC DIFFER FROM THE JAPANESE KIMONO?



This diagram shows the style of women's tunic and trouser (trousers in the past were worn under pleated skirts).

How are these garments different from those you wear?

How are these garments similar to those you wear?

The Chinese words ch'ang fu means ordinary wear or everyday clothes.

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

Students will distinquish between examples of European and Oriental attire.

Students will distinquish between eras of costume (dynastic and modern China) in relation to Pre-Han China, Imperial China, Revolutionary China, and Communist China.

Students will hypothesize the function of fashion during the eras of Chinese development (historical change and fashion change).

ACTIVITIES:

1. Review of previous lesson distinquishing between examples of European and Oriental attire.

2. Teacher will introduce styles of revolutionary fashion change throughout dynastic and modern eras: Pre-Han China, Imperial China, Revolutionary China, and Communist China, in relation to the function of fashion change.

3. Students may role-play fashion designers during the four major Chinese historical eras. They may pretend they have just designed the "latest" fashion of the era, while explaining "why" the change was made and "what" function the new style will serve, and invent the rules and regulations with which it will be worn.

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately forty-five minutes.
Activity (3) will take approximately twenty minutes.

MATERIALS:

Opaque projector; reference materials pertaining to pictures of the Chinese costume throughout history. Pencil and paper--students to take notes. Yards of remnant material (Activity 3).

EVALUATION:

The students will be evaluated on their ability to attain the behavioral objectives and in relation to their creativity.

HOMEWORK ASSIGNMENT:

Read the dittoed story: The New Tunic

TEACHER'S NOTE

LESSON

Activities:

Activity One--This activity may be directed as a means of helping the student perceive relationships between the costumes of Japanese and Chinese dress, and the contrast/comparison principles which have been previously introduced. (Example: place two columns on the board--having students call out the similarities/differences for each column--see diagram, below.

Japanese	Chinese
Obi	no obi
gettas	official boots; stilt shoes
kimono sleeves	tunic
scholar caps	coolie hats
ETC.	ETC.

Activity Two--You may wish to contrast the military fashions of the 1860's (Civil War--United States) with the military fashions of the 1860's (China) or the 1940's (Civil War--Revolutionary-Communist China).

You may wish to contrast scholar uniforms throughout the dynastic and modern eras of Chinese History and compare or contrast to the styles of scholar uniforms worn in the United States at that time.

You may wish to manage this activity as an extension of the previous lesson, Activity 3.

Activity Three--The idea is to let the students be creative while helping them to formulate generalizations supported by principles introduced in the factual subject matter contained in the lesson.

THE NEW TUNIC

by Sonia Cowen

Moy Moy lived in the village of Siyang, located on the Yangtze River Plain of southern China. It was a village surrounded by many lakes and rice fields and canals.

Moy Moy's father was a rice farmer. He worked the fields outside his village for many hours each day. Moy **Moy** would watch her father leave the village in the morning as dawn was coming. He would return to the village at dark. He was often very tired when he came back to the village for his supper.

Moy Moy and her mother and father would eat rice. They would eat some fish. They would eat some wheat. Eating was also a time for telling the day's tales. Moy Moy's father often told of his harvest. He had taken his iron sickle to the fields. He had cut the golden rice from the fields. Tomorrow he would need to replant the rice seed plants. He would take the rice seed plants from the seedbeds. These plants were nearly a foot tall. They would be replanted so they could have more room to grow. In order to raise two crops of rice in the same fields each year, Moy Moy's father had to work very fast each day. He had to harvest the rice as soon as it was golden. He had to replant the rice seed plants in the field he had just harvested. The next day he would flood the fields from the irrigation ditches supplying water from the canals. This work made Moy Moy's father very tired. Planting and harvesting rice by hand was very hard work, indeed!

Moy Moy's father would tell many stories. There would be much laughter and much to be thankful for.

"And how did you spend your day?" Moy Moy's father would ask.

Moy Moy was five years old. She was not old enough to help in the fields. She was not old enough to sew. She was not old enough to help with cooking. She was not old enough to help with many chores. However, Moy Moy told her father how she had taken care of the water buffalo calves. She told how she had watched her mother work in the fields outside the house. She told how she had watched other villagers leave in the morning and return at night. Moy Moy enjoyed telling many tales.

Moy Moy listened as her father told other stories. He told of her grandfather. He told tales of long ago. He told tales of dragons and goddesses. He told tales of farmers.

Soon it was time for rest and sleep. Moy Moy would watch her father leave the village in the morning. It was now time for bed.

In the morning, as the dawn was approaching, Moy Moy would get out of bed. She would watch her father leave the village. He was bound for the rice fields and many hours of plowing, planting, and flooding of the fields. In time, she would watch her father leave in the morning, bound for the rice fields and harvesting. He often carried the iron sickle with him as he left the village.

Moy Moy's father often sold his harvested rice to the villagers and merchants in the city of Nanking. Many times Moy Moy would watch her father and other people of her father's village gather their grains.

The villagers would gather grains and many baskets of food. They would load their sampans and prepare to sail to Nanking, a large trading center along the Yangtze River.

It was very exciting to watch the villagers load their sampans. They would wave goodbye to their families and neighbors. They would be gone for many days.

"Goodbye!" The men from the boats would sing, "We will return with fruits. We will return with metal. We will return with cloth. We will return with new seeds."

Moy Moy waved goodbye to her father. She would not see him for many days. Her mother would work in the fields outside the village, but her father would be in Nanking.

Nanking was a long distance to sail. It was several days travel from her father's village. It was a big city. Many villagers and merchants lived in Nanking.

Moy Moy watched for her father to return. She watched early in the morning. She watched until dark. She spoke of him at supper. She spoke of him before she went to sleep. Moy Moy would be happy to see her father again.

It was exciting the day Moy Moy sighted boats returning to the village. She saw many sampans. She saw her father's sampan.

"I am most happy to see you, Moy Moy," said her father.

"I have missed you, Father," said Moy Moy. "Please tell us many stories."

Moy Moy's father told her about the city of Nanking. He told her about the Yangtze River. He told her about the many merchants who lived in Nanking.

Moy Moy was happy that her father was again home. Moy Moy would be able to have happy dreams.

The next day Moy Moy watched her father leave the village and walk to the fields of rice paddies.

After watching her father leave for the fields, Moy Moy began to dress. She had a little blue tunic. She had worn it for many, many years. This day she went to wear it, but it fit too tightly.

"My tunic is too small!" cried Moy Moy. "What shall I wear?"

No one could help Moy Moy decide. Her father was working in the fields. Her mother was working in the fields. Moy Moy decided to wait until dark when her father and mother would return from their work in the fields.

When her father and mother returned to the village supper was ready. Moy Moy listened to the tales of her father's day. Moy Moy listened to the tales of her mother's day. Then, Moy Moy told her father how she had helped the family.

"Oh, Father!" said Moy Moy. "I must tell you that I have no tunic to wear. This tunic is much too small."

Moy Moy's father looked at the tunic.

"Yes, my Daughter," said her father, "I can see that you have grown taller. I can see that you have need of a new tunic."

Moy Moy was very excited. She could now have a new tunic. She had wanted a new tunic for a very long time. She ran to tell the villagers her good news.

"Father says I need a new tunic!" Moy Moy told everyone.

"Father is going to buy cloth for a new tunic! I have wanted a new tunic for a very long time."

Moy Moy's father told the villagers that it was so. Moy Moy was very excited. The villagers were very excited.

Moy Moy's mother shared her daughter's joy. This was indeed a great occasion, for the expense of a new tunic was as great as the joy. It was not often that new tunics were received.

"I want a maroon tunic," cried Moy Moy.

"I do not think your father's earnings will buy maroon cloth," said Moy Moy's mother.

"Oh, Mother! Please!" Moy Moy was very hopeful.

"We shall ask your father if I may sew maroon cloth for your tunic," said Moy Moy's mother.

Moy Moy's father thought and thought. The cloth of maroon tunics was indeed expensive. The price of such cloth would be almost impossible. Moy Moy's father was not a rich peasant. Moy Moy's father was kind to Moy Moy, but he was not rich.

Moy Moy asked again, "Please, Father. I will take very much joy in having a tunic of maroon cloth."

Moy Moy's father thought again. The tunic would need to last for many years. Moy Moy was a good helper in the family. Moy Moy was five years old and a maroon tunic would be very pretty on such a girl.

"I shall not answer." Moy Moy's father was very kind, but he could not let Moy Moy think she could spend money on colored cloth.

In July, the fields were ready to harvest again. Moy Moy's father worked very hard in the fields. He was very tired at night. He was preparing for another trip to Nanking.

"I shall sell my grains in Nanking. I shall look for cloth for your new tunic."

Moy Moy was excited that she would have her new tunic at last. Moy Moy was afraid that she would have to wear a blue or white tunic. This thought made Moy Moy less excited the more she thought.

Her father waved goodbye and sailed the Yangtze River, bound for Nanking.

"He will be gone for a very long time," thought Moy Moy's mother.

For many days, Moy Moy's father sailed up the Yangtze River. Finally, he sailed into the city of Nanking. Many sampans were near the docks of the harbor. Many merchants and villagers filled the streets. Many people were carrying goods to be sold in Nanking. Many people were buying grains and hauling them to docks near big junks that would sail for other ports. Nanking was indeed a very great city for trade. It was a trading center of much commotion.

Moy Moy's father hurried to the dock and unloaded his grains from the sampan. Men on the docks took the grains from him in exchange for seed, metal, and fruits. Moy Moy's father wanted to purchase more than seed, metal, and fruits. He wanted to purchase cloth for Moy Moy's new tunic.

Her father traveled to the merchants in the city. They sold cloth of many colors. He would ask them for the cloth of maroon color. He would ask the price of such cloth. He would need to think many more times before deciding upon the color of Moy Moy's new tunic.

"Good morning!" said the merchant to Moy Moy's father.

"Good morning, indeed!" said Moy Moy's father. "I have come to purchase cloth for my daughter's new tunic."

The merchant was very surprised. A peasant's daughter was going to have a new tunic.

"Yes," said Moy Moy's father, "And the cloth must be of a fine color, indeed."

The merchant showed Moy Moy's father colors of many cloths. He showed him light blue and dark blue. He showed him orange. He showed him green.

"No, this is not what I want!" Moy Moy's father would exclaim.

"What do you want?" the merchant would ask many times.

"I am not sure. But I know this is not the color I do want."

Again, the merchant would search and search for different colors of cloth. He had bolts of yellow cloth. He had bolts of light brown cloth and bolts of dark brown cloth. He had bolts of red cloth and bolts of light purple cloth. But none of these pleased Moy Moy's father.

Finally, the merchant would show no more of his material to Moy Moy's father.

"I must decide upon the right color for my daughter's tunic," thought her father. "I must decide to purchase a color that will make her happy."

The next day Moy Moy's father returned to the market of materials in the city. He did not go to the same merchant but to a merchant that had a beautiful selection of colors displayed outside of his stall.

"I should like to purchase cloth. I should like to select a beautiful color for a tunic I am giving to my daughter."

"You may look at my materials and select from them," said the merchant.

"You have many beautiful colors, kind Merchant. But I do not see the color I believe I must purchase."

"And what color do you wish to find but cannot find?" asked the merchant of Moy Moy's father.

"Maroon is the color of my daughter's wishes."

"I must search through many of my bolts of materials!" said the merchant. "Perhaps my wife will know of such a colored cloth."

The merchant left to find his wife. Moy Moy's father sat to count his money. He would need much money to purchase such a color of cloth. He thought perhaps he should change his mind and purchase the blue or white cloth. He thought perhaps Moy Moy was too young for such a beautiful and expensive colored tunic. He thought he would change his mind until the merchant returned with his wife.

"I have good news!" the merchant told Moy Moy's father. "I have told my wife of your wishes. She knows where such cloth is sold."

The merchant's wife told Moy Moy's father of a little merchant old in age. He lived perhaps a mile or so beyond the square of the city. He may still have been alive.

Moy Moy's father hurried to this merchant's house. It was far away from Nanking. It was a far way to travel for the color of cloth. Finally, Moy Moy's father saw a little house in the field. It was a small house indeed.

He knocked on the door of this house. A very aged woman answered and called to her husband. Yes, he had the color of maroon cloth. Yes, he would show Moy Moy's father this cloth, but he would have to remember that such cloth was costly.

"I cannot believe my eyes!" exclaimed Moy Moy's father. "Such cloth is beautiful! I must have this cloth! My daughter will be over-joyed!"

Moy Moy watched for her father's return. He would be returning with seeds, metals, and fruits. She was happy in thinking he would also return with the cloth for her new tunic. She wondered if it would be of a blue or white color. She had decided not to think about the color maroon. She was sure that her father would not be able to afford such a color of cloth.

"He is coming! He is coming!" Moy Moy called to the villagers. "He is coming home from Nanking!"

The villagers ran from their houses. They ran to the shore of the Yangtze River. Yes, Moy Moy's father was sailing home with many new wares and surprises.

The villagers were anxious to see the cloth Moy Moy was going to receive. Moy Moy was also anxious to see the cloth she was going to receive. Moy Moy's mother was anxious to see the cloth her husband had decided to purchase.

The villagers, Moy Moy, and Moy Moy's mother waved to the approaching sampan.

Moy Moy's father pulled his sampan onto the shore. He beamed with much joy. Moy Moy was afraid to see the color of her tunic cloth, but she was also excited.

"You must promise to be very good," said her father.

"Oh, Father! You have my word. I promise to help as much as I am able."

"Here, Moy Moy. I have the cloth for your new tunic!"

"Oh, Father! Please let me see the color of this cloth."

"Very well, my Daughter. But you must be pleased or I will be very sad indeed."

Moy Moy took the bundle and held it in her arms. She silently wished the color would be that of her wishes. She began to untie the knot in the twine around the package. Inside was the cloth of a beautiful shade--it was MAROON!

"Oh, Father! You have made me so very happy!" cried Moy Moy. "I promised you I will be very good, and I shall!"

NAME: ______________________________

AFTER READING THE STORY, "THE NEW TUNIC", ANSWER THE QUESTIONS PRESENTED BELOW.

1. Why do you suppose it was such a great occasion for a peasant's daughter (Moy Moy) to receive a new tunic?

2. Have you ever wanted something as badly as Moy Moy wanted her MAROON material for her new tunic? If so, what was it, and why did you want or need it so badly?

3. If you were Moy Moy's father, what would you have decided to buy for Moy Moy when you went to Nanking? Explain your answer.

4. Do you think Moy Moy was reasonable in asking her father to purchase MAROON cloth? Why or why not?

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

After listening to the reading of "Only Huts When I Cry" (short story) the student will define the role of the "peasant" (Tung Tsai) in the realm of economical, social, and political conditions existing in Pre-Modern China (Imperial China).

After listening to the reading of "Only Huts When I Cry" (short story) the student will define the role of the "landlord" (Tung Tsai's landlord) in the realm of economical, social, and political conditions existing in Pre-Modern China (Imperial China).

ACTIVITIES:

1. The students will listen to the reading of "Only Huts When I Cry!"
2. The teacher will ask for student reactions to the story.
3. The students will be instructed to view themselves as the Landlord and draw on a piece of construction paper the peasant, Tung Tsai.
4. The students will be instructed to view themselves as Tung Tsai, the peasant, and draw on a piece of construction paper the landlord.
5. The students will be instructed to view themselves as the peasant, Tung Tsai, and draw on a piece of construction paper themselves (as a Chinese peasant).
6. The students will discuss their drawings and define the roles of the "peasant" and the "landlord" in the realm of Pre-Modern China in regards to (1) economical conditions, (2) social organization, (3) political organization, and (4) possible religious structures (if the student can interpret any evidence of "faith" in the story).

TIME AND ORGANIZATION:

Activity (1) will take approximately twenty minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately ten minutes.
Activity (6) will take approximately fifteen minutes.

MATERIALS:

Short story, "Only Huts When I Cry!"; construction paper (all colors made available), scissors, crayons, pencil and ink, paints and brushes. (Art supplies).

EVALUATION:

The students will be evaluated on their abilities to hypothesize the conditions existing within the story in relation to the (1) economical, (2) social, (3) political, and (4) religious (Confucian doctrines) conditions existing in Pre-Modern China.
This will also be an opportunity to evaluate affective behavior prior, during, and after the students have drawn themselves in the roles of peasants and landlords.

HOMEWORK ASSIGNMENT:

Have the student pretend he is the warlord in the story, "Only Huts When I Cry." Have the student write what he would do, as warlord, if he heard a rumor about the landlord going crazy.

"ONLY HUTS WHEN I CRY!"

By Sonia Cowen

Once upon a time, a long while ago, there lived a peasant duck farmer named Tung Tsai. He was of a lowly birth--his father having been a poor duck farmer, and his mother having been the wife of his father, the poor duck farmer.

Tung Tsai, being the eldest son of his father's household, helped his father care for the ducks. After Tung Tsai's poor-duck-farmer-father died, Tung Tsai became the chief-poor-duck-farmer, and was expected to feed his family. (However, wise men and poor duck farmers, alike, have been known to say: Man cannot live on duck alone). Tung Tsai borrowed money to buy the food his ducks needed to eat and the additional food his family needed to eat.

Tung Tsai's property belonged not to him but to a greedy landlord, who managed this countryside for a warlord who was also greedy. (I would attempt to tell you the name of the landlord and his warlord, but I never could remember either name, nor how to pronounce them--so just remember that they were both very greedy men).

The story is as true as you'd expect it to be, knowing full well that I never lived a long while ago--but this story has some hints of truth, for it tells of the relationship between the peasants and the landlords of Pre-Modern China. Of course, the relationship was not like the relationship between you and your father, or you and your cousin, or you and other relatives; rather, the relationship was like being related to a lion when you're a moth--the outcome proving frustrating and fierce.

Enough of this nonsense--back to the story about Tung Tsai, who lived a long while ago, raising ducks on the property of his greedy landlord in the country of China.

The fact of the story is this--Tung Tsai's landlord kept collecting the rent from Tung Tsai every time Tung Tsai was ready to pay the balance on his great debt, which also belonged to the landlord. Now, the fact that the landlord kept collecting Tung Tsai's money as rent, leaving Tung Tsai without money to use in paying his debts, suggests that the landlord enjoyed keeping Tung Tsai in debt! This thought might supply the answer to Tung Tsai's constant question: "Why is the Landlord always so anxious to gather rent money so early each season?"

It seemed that the more Tung Tsai went into debt and the longer he remained in debt, the richer and more powerful became his greedy landlord.

The additional facts of the story reveal that Tung Tsai's landlord kept collecting the rent from Tung Tsai, which was paid in the form of duck eggs, duck meat, and duck beaks--which, when you think about it, meant Tung Tsai was paying his "Duck Bills!" Anyway, Tung Tsai decided that he was definitely tired of paying all that rent!

The constant collection of rents and mounting of debts meant Tung Tsai was making no profit from the raising of ducks, which also meant Tung Tsai would never be rich enough to pay the balance on his debts. This terrible worry would pass unto his sons and grandsons and their sons if Tung Tsai could not think of a way to trick his landlord out of collecting the rent.

Tung Tsai decided to use his entire flock of ducks in his plan to trick this greedy landlord out of the season's rent.

Now, the landlord had every intention of collecting Tung Tsai's rent this season--for this was going to be just like the many seasons before when he had collected rent from Tung Tsai, and like the many seasons before when his father had collected rent from Tung Tsai's father, and like the many seasons before when his grandfather had collected rent from Tung Tsai's grandfather--and the whole collecting cycle was sure to keep the landlords rich and the peasants poor!

Yes, of course, the landlord was entitled, after all, being of the gentry class, to every part of the "duck rent" Tung Tsai would be unwilling to pay this season--and who was this landlord to refuse the good fortune of such luck?--you might have called him a "Lucky Duck Collector!"

Tung Tsai was prepared for the future visit of his landlord, as he had gone many nights without sleep in order to plan the minute details fo such a clever trick.

"Hello, Landlord!" said Tung Tsai. "I see that you have come for your rent this season."

"Tung Tsai, you owe me the season's rent. Pay me now, as I am in a hurry to collect from the rest of the farmers, today."

Tung Tsai laughed to himself, for he knew that after that day, this greedy landlord would not be in such a hurry to collect rents.

"I must ask that you forgive me in this request, for I will need ten more days of grace before paying this rent," said Tung Tsai.

"Why?" questioned the landlord. "Are you so poor that you refuse to acknowledge the rules of the Five Relationships?"

"Oh, no!" replied Tung Tsai, with laughter in his heart, "but my ducks are away from this farm for the weekend and have not yet returned."

"You are a silly and terribly stupid man, Tung Tsai. Once you have lost your ducks, you are without them forever."

Tung Tsai replied, "It is true, that I cannot live without my ducks, as it is true that I cannot live by duck alone."

"You speak in circles and try to confuse me! I will whip your children if you continue to mock me!!"

Tung Tsai could see that the landlord was becoming very mad, indeed!

Tung Tsai said, "I am sorry that you cannot find it in your heart to believe my story, for my ducks are away for at least ten days--after which time they will return, and be prepared for your rent collection."

"And why, Tung Tsai, are your ducks away?" The landlord did not expect the answer Tung Tsai was prepared to give him.

"Why, Landlord," smiled Tung Tsai, "What ever are you speaking about?" (Of course, Tung Tsai knew the landlord was going to be confused by this question).

"Tung Tsai, you have just told me that your ducks are away for ten days. I am asking you why they are away."

"But, Landlord, you can see before you the many ducks I raise."

The landlord looked in the courtyard, in the water pens, and in Tung Tsai's house. He found no ducks and told Tung Tsai of his unfruitful--rather, "un-duckful" search.

"But, Landlord, why do you continue to search when I have told you that my ducks are away for at least ten days?"

At this time, Tung Tsai's family came out into the yard and pretended to feed the ducks, which were, naturally, invisible to every one. Tung Tsai called to his family, telling them to be sure to feed the ducks in the water pens.

"Tung Tsai, it is not good that you try to confuse me, again."

"But, Landlord. I have no intention of confusing you, I merely request that you extend me ten days before you collect the rent. I am sure that you remember that I told you my ducks are away for ten days."

"Tung Tsai, what are your ducks doing?'

Tung Tsai smiled, knowing the landlord was so curious and becoming so confused. The trick was going as planned.

"They are sky-jacking houses, rather huts."

"Tung Tsai, you have chosen a poor time to confuse me, again. I shall whip your children as I should have done many words ago."

The landlord ran into Tung Tsai's house in search of the children.

"Please, Landlord!" called Tung Tsai. "Do not whip my children. If you do so, I will cry."

"You may cry as much as you please, Tung Tsai. Your tears do not make me weep."

"My tears will soon make you weep for your life, Landlord!"

"Do you threaten me, Tung Tsai?"

"I merely speak the truth. My ducks will return when I cry."

"Good, Tung Tsai. When they return I will gather them as payment of rent."

"But, Landlord!" cried Tung Tsai, "you will be imprisoned by the ducks!"

"You are ridiculous, Tung Tsai! You do not dare to threaten me with the fear of imprisonment--especially by ducks!"

The landlord laughed and laughed at Tung Tsai.

Tung Tsai began to cry louder.

Suddenly, the noise of duck quacks came sounding from the skies above the countryside. They came closer the louder Tung Tsai cried.

"Tung Tsai," called the landlord, "What is that noise?"

Tung Tsai pretended he could hear no noise. Tung Tsai's family pretended they could hear no noise.

"But, Tung Tsai," insisted the landlord, "I can hear the noise of quacking ducks!"

Suddenly, millions upon millions of ducks came flying down from the clouds, each carrying twigs in their beaks. Each of the million soared above the heads of Tung Tsai and his greedy landlord.

Tung Tsai again pretended he could hear no noise. He also pretended he could see no ducks!

The landlord complained about the twigs the ducks were dropping in a circle around his feet, but he was too scared to run.

Tung Tsai pretended that he was feeding his ducks in the empty water pens.

The landlord kept crying to Tung Tsai to stop crying.

The tears of the landlord began to muddy the ground beneath his feet. The twigs the ducks continued to drop stuck in the mud, and hardened into walls. The landlord was being trapped inside the mounting walls of a twig hut.

"Tung Tsai, save me!"

"But, Landlord, from what do you wish to be saved?"

"I am being trapped inside a twig hut!"

"Landlord, you are mistaken! Surely, a man as wise as yourself can see that there is no hut in sight."

Then Tung Tsai waved to the landlord and pretended to greet him as he had earlier that morning, "Hello, Landlord! I see that you have come for your rent this season."

The landlord could bear no more and screamed to Tung Tsai, "What do you wish me to do, Tung Tsai? What do you wish me to do?"

"Why, Landlord, I wish you to collect your rent." Tung Tsai smiled and said, "You may choose the ducks of your choice. I will wait inside my house until you are satisfied with your selection."

The landlord looked about him-- he could only see twigs cemented into a hut prison and the darkness of enclosure.

Then, the landlord heard the ducks quacking outside the hut. He did not think he would be happy collecing the ducks of his choice. He wished to be away from Tung Tsai's farm and such madness.

But the landlord could not escape from the hut.

He thought he was going crazy. Who had ever heard of being trapped inside a hut built of twigs flown in by ducks?

Why had Tung Tsai not heard or seen the ducks?

"Perhaps," thought the landlord, "I am going crazy! I will surely have to keep this a secret, for fear the warlord will hear of this incident and take away all of my riches."

The landlord decided he would escape at night, and never again return to collect rent from Tung Tsai--and that is what happened.

The landlord escaped the hut, but not the riddle:

"What do you say to a Quack?"

"It only huts when I cry!"

Tung Tsai laughed and laughed and laughed and laughed!

DAILY LESSON PLANS: ____ (DATE)

BEHAVIORAL OBJECTIVES:

The student will define the role of the "peasant" in relation to the Five Relationships established through Confucianism in regards to (1) economical, (2) social, (3) political, and (4) religious conditions present in Pre-Modern China.

The student will define the role of the "landlord" in relation to the Five Relationships established through Confucianism in regards to (1) economical, (2) social, (3) political, and (4) religious conditions present in Pre-Modern China.

The student will define the role of the "emperor" in relation to the Five Relationships established through Confucianism in regards to (1) economical, (2) social, (3) political, and (4) religious conditions present in Pre-Modern China.

ACTIVITIES:

1. The student will review, through class discussion, the concepts introduced in the previous lesson--role of the peasant and the landlord in Pre-Modern China as portrayed in the short story, "Only Huts When I Cry!"

2. The student will draw the peasant earning money.
3. The student will draw the peasant in a social activity.
4. The student will draw the peasant in a political situation.
5. The student will draw the peasant in a religious atmosphere.

6. The student will draw the landlord earning money.
7. The student will draw the landlord earning social acceptance to higher courts.
8. The student will draw the political atmosphere of the landlord.
9. The student will draw the landlord in a religious situation.

10. The student will draw the emperor as he lived.
11. The student will draw the emperor in a social atmosphere.
12. The student will draw the emperor in political power.
13. The student will draw the emperor in a religious situation.

14. The student will define the meaning and interpretations of his drawings, in regards to the guidelines of the instructional objectives as stated.

TIME AND ORGANIZATION:

Activity (1) will take approximately fifteen minutes.
Activity (2) will take approximately four minutes.
Activity (3) will take approximately four minutes.
Activity (4) will take approximately four minutes.
Activity (5) will take approximately four minutes.
Activity (6) will take approximately four minutes.
Activity (7) will take approximately four minutes.
Activity (8) will take approximately four minutes.
Activity (9) will take approximately four minutes.
Activity (10) will take approximately four minutes.
Activity (11) will take approximately four minutes.
Activity (12) will take approximately four minutes.
Activity (13) will take approximately four minutes.

DAILY LESSON PLANS:
CONTINUED
(DATE): ___________

MATERIALS: Poster paper, crayons, paints, brushes, and other art supplies.

EVALUATION: If the students are able to successfully attain the instructional objectives as stated, the teacher may assume they understood the concepts as introduced in the daily lesson.

HOMEWORK: The students may wish to make a poster advertising the qualities of a landlord, an emperor, or a peasant during the Pre-modern eras of China's history.

DAILY LESSON PLANS: ____(DATE)

BEHAVIORAL OBJECTIVE(S):

The student will illustrate an understanding of the political organization of the dynastic and Pre-modern Chinese Civilization in terms of landholding, by participation in class discussion pertaining to this topic.

The student will define the behavior of the gentry/emperor/peasant mannerisms as an expression of (1) political, (2) social, (3) economic, and (4) religious influence and control.

The student will define the Five Relationships of the Confucian doctrines in terms of political, social, economic, and religious influences.

The student will role play one of the Five Relationships. (See Teacher's Note).

ACTIVITES:

1. The students will listen to the short story, "China's Wealthiest Landlord."
2. The students will discuss the content of the story.
3. The students will interpret the Five Relationships of the Confucian philosophy in terms of subordinate responsibility to the superior. (See Teacher's Note).
4. The students will discuss the mannerisms and submissions of the subordinates, and the demanding mannerisms of the superiors and how this behavior functioned to promote the political, social, economic, and religious development of dynastic China. The students will discuss the mannerisms and submissions which may reflect this past and exist today in Communist China.
5. The students will engage in a role play in which the Five Relationships will be utilized. (See Teacher's Note).

TIME AND ORGANIZATION:

Activity (1) will take approximately twenty minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately five minutes.
Activity (4) will take approximately fifteen minutes.
Activity (5) will take approximately twenty-five minutes.

MATERIALS: Short story, "China's Wealthiest Landlord"; costumes for role play.

EVALUATION: The students will need to successfully attain these instructional objectives before the teacher assumes they understand the concepts as presented.

HOMEWORK: The students may wish to draw pictures of themselves in each of the Five Relationship situations--first as the subordinate, then as the superior.

TEACHER'S NOTE

The Five Relationships existing in Confucian philosophies designates a superior-subordinate relationship. The ruler overpowers the subject (prince overpowers the minister). The father overpowers the son. The elder brother overpowers the younger sibbling. The husband overpowers the wife. The only relationship within this doctrine without a superior-subordinate base is the friend to friend relationship. Out of the five relationships, three exist within the family. The role of the scholar in this doctrine needs to be emphasized in regards to the exam system; social, political, and economic mobility through the stratification of classes.

The student will role play one of the Five Relationships. This may be introduced by setting the stage: a parent tells a child to do his chores. What influences this subordinate-superior relationship? Put this relationship on a higher plane and introduce the subordinate-superior relationships existing in the aforementioned relationships. Set this stage: the emperor will demand that the monies in his treasury be multiplied. Who is below him? The landlord will need to replentish the emperor's treasury with the monies of his own treasury. Who is below the landlord? The peasant will need to pull the taxation in order to replentish the treasury of the landlord. What happens when the peasant has no money or crops to pay? What might he do? (Discontentment on the part of the peasants will lead to rebellion. The students should be provided with the opportunity to discover this solution through questionning).

Conceptual learning of the Five Relationships may also be introduced in terms of parent-child relationships in regards to the satisfaction of basic needs. Introduction of the Five Relationships may include satisfaction of the basic needs through the structure of rules and regulations which provide security, and the harmony of philosophy through the self and the system. A Playhouse Review of Confucian sayings may help the students identify the doctrines of this philosophy. The student may be able to identify the religious influences associated with regards to the function and structure of such a philosophy.

The students may wish to use robes, and dress-up clothes while presenting the role playing.

CHINA'S WEALTHIEST LANDLORD

By Sonia Cowen

Many years ago a wealthy landlord lived peacefully in his large house with his two daughters, his many servants, and his riches. His robes were made of the greatest colored silks, adorned with the embroidered butterflies, birds, dragons, flowers, and symbols of wealth sewn into his robes by his two beautiful daughters. His servants too wore robes of great quality. His daughters were maidens well taught in the rules of ladylike behavior. They were maidens far more beautiful than the rainbow of a garden's fairest blooming flowers; they were as graceful in dance as swans gliding the waters of a sunken pool; they were as pure in heart as the newly fallen snows of China. These maidens were as slender as the needles with which they stitched their father's robes, and as tiny as the blossom of the lotus flower.

Many landlords in other villages heard of this landlord's large house, of his many servants, of his fine robes, of his two daughters, and of his great wealth.

The story of this landlord's great wealth traveled throughout China until it came to the ears of the mighty Chou Emperor, who claimed he was the most wealthy and powerful man in all of China.

The Emperor listened to the stories of this landlord, and then laughed aloud at such silly tales.

"Does this landlord truly believe he can live better than his Emperor?" The Chou Emperor laughed again. "Who is this man?"

No one in the Emperor's palace answered the question.

"If this landlord does believe he can live better than his Emperor, then he is due for much surprise!"

The Emperor commanded his servants and all men of his palace to search all of China for this wealthy landlord.

Su Lin was one of the servants commanded to search for this wealthy landlord. Su Lin knew the angered Emperor would grow in anger if Su Lin delayed his search.

So Su Lin soon set out at once in search of the famed landlord. Each night he would not sleep. Each day he would search every village, asking every rice farmer, questionning every merchant, "Do you know where I can find the wealthiest landlord in all of China?"

Every one Su Lin asked could not answer his question.

Each day Su Lin would set out into the countryside, each time in search of the famed landlord, and each night he would retire to sleep without knowledge of where the wealthy landlord lived.

Such loss of days and sleep in search of this famed landlord left Su Lin in much of a worried state.

One day Su Lin rode into another village--but this village was not like all the other villages Su Lin had searched. This one had a man named Wahs La. Wahs La was a wise Confucian philosopher. He asked Su Lin to visit his home often.

Su Lin decided to visit the philosopher, Wahs La.

"Yes," said Wahs La. "Please enter, Su Lin."

"I am glad that you have invited me to visit with you, Wahs La."

"You may be able to help me, Wahs La. I have been ordered by our Emperor to find the famed landlord of China."

"Of which landlord do you speak, Su Lin?"

"I speak of the wealthiest landlord of China, who claims to be wealthier than our Emperor."

"Yes, Su Lin. I know of this man. He is a wealthy man indeed. However, he does not brag of his wealth. The peasants in his community are not of the richest farming community, but they work very hard for their landlord because he is kind in return."

"The Emperor wishes that I find this landlord and command his capture."

"I do not understand, Su Lin. You wish to take this landlord prisoner?"

"Yes, Wahs La. He is richer than the Emperor."

"Su Lin. Do you know the Confucian philosophy of the Five Relationships?"

"Of course, Wahs La. I have been a scholar in order to serve the Emperor."

"Then you must know of the relationship of Emperor to his landlord. Is that the reason you seek to rid this man of his wealth and his happiness?"

"Wahs La, I do not understand why you ask such questions. I am merely obeying the orders of our Emperor."

"Yes, Su Lin, it is true that you nor I should question the orders of our ruler. However, I will help you locate this landlord if you will show me that kindness will be his companion to the Emperor's palace."

"Yes, Wahs La, I will listen. You are known to be a man of great wisdom."

Wahs La said, "Tell me the name of the man you would first speak with if you were lonely."

"I would speak with my friend. He knows me best, and he rules me least."

"You are wise, Su Lin. You have named the last of the five in the Five Relationships--the friend to friend relationship."

Su Lin was pleased that he knew the emphasis of Confucian doctrines.

"Now, Su Lin, tell me who you rule within your family."

"I am ruler over my wife. I am ruler over my younger brother and my sisters. I am ruler over my son."

"Su Lin, I am pleased with your wisdom."

Su Lin was pleased with Wahs La's words.

"Su Lin, tell me the answer to this last question: If you were a minister, ruler of many, who would rule you?"

"Why, my ruler would be the prince of the Emperor or the Emperor himself."

"You are wiser than many having visited me."

"I am pleased to hear such words, Wahs La, but what is the purpose of such questions?"

"Why, Su Lin, examine your answers and you shall understand the purpose of such questions."

Su Lin thought and thought and thought.

"I am sorry, Wahs La, I am not as wise as you. I am confused with the words of your wisdom. Please help me discover the answer you have put before me."

"Very well, Su Lin, listen very carefully and I will help you see that the Five Relationships will help you find the wealthiest landlord in China."

"I will listen carefully, Wise Wahs La."

"Su Lin, what is wealth?"

"It is much money."

"You are wrong, Su Lin. Wealth is more than money. Wealth is happiness. Wealth is beauty. Wealth is having order within your life. Wealth is peace."

"And what does your definition of wealth suggest for me?"

"Su Lin, first you must have order and beauty within your home before you search for order and beauty outside of your home."

"Wahs La, I do not understand your philosophy."

"Su Lin, when you were first born, your mother cared for you and helped you to grow into a young man. When you were growing into this young man, you helped your mother and your father and your sisters in their house and in their yard or fields."

"Yes, Wahs La, it is true I helped my family, but we were of the gentry class and the fields belonged to the peasants to farm."

"True, Su Lin, but you were expected to help within your family."

"Yes, Wahs La."

"Within your family you had the three of the five relationships?"

"Yes, Wahs La. My father ruled me. My elder brother ruled me; and my father ruled my mother."

"And outside of the family, who ruled you?"

"I was the subject of my ruler. I am still the subject of my ruler, the Emperor."

"True, Su Lin. You first had to help your family before you were old enough and wise enough to help serve your ruler outside your home, our Emperor."

"Yes, Wahs La, you speak as it is in my life. I first had to help with the order and beauty within my home before I could help make the order and beauty outside of my home. I first had to be happy viewing the beauty inside my home before I could be happy viewing the beauty outside of my home. I could not appreciate the beauty and happiness outside of my home until I had learned to appreciate the beauty and happiness inside my home."

"You are becoming a wise man, Su Lin."

"Please teach me more of your wisdom, Wahs La."

"Very well, Su Lin. Tell me where you must look for order in life."

"Ah, Wahs La. You ask a very difficult question."

"No, Su Lin the question is not difficult to answer. Think about the discovery of beauty and order within your home. When you are a small babe, your mother cradles you in her arms. You are content to have her loving you. You are happy inside her arms. You do not worry about the world outside your room."

"Wahs La, I think I understand what you are saying. You say that I must find order within my own mind before I search for order outside myself. I must look for perfection in others only after I have found perfection in myself."

"This is true, Su Lin. You cannot appreciate beauty and happiness unless you have order within your life, for you cannot expect to find order outside of yourself if you are not happy within yourself."

"I am interested in what you say, Wahs La, but how do I find the wealthiest landlord in all of China?"

"Wealth, Su Lin, is the peace of harmony with all things. A wealthy man is not greedy. A wealthy man is not untidy with beauty in his life."

"Wahs La, please explain further."

"You are searching for the wealthiest landlord in China because you were commanded to search by our Emperor. It is right that you obey our Emperor. It is right that you search for this man because rumors claim he is the wealthiest landlord in all of China, wealthier, in fact, than our Emperor."

"Yes, Wahs La, you are correct."

"Su Lin, I am also correct to say this: You must return to your home. You must gather your riches and travel back to the Emperor's palace. You must tell him the answer you have discovered today. You must help the Emperor realize that you are the wealthiest landlord in all of China because you understand the meaning of the Five Relationships, and you understand the *true* definition of wealth."

"Wahs La, *I* am *not* the famed landlord!"

"But, Su Lin, you *are* the famed landlord. You are the landlord that is wealthier than the Emperor. You understand the order within and outside of your home. You understand the need of peace before harmony can survive. You are not a wealthy man, untidy with the beauty in your life."

"You are, indeed, very wise, Wahs La. I must help the Emperor put his home in order before he looks for order outside of his palace. I must help the Emperor find happiness and beauty within his own home before helping him find the happiness and beauty he seeks beyond the walls of his palace, and beyond the gates of his kingdom. I must help the Emperor overcome his greed and pride before he seeks to become a wealthy man."

"Yes, Su Lin. You have learned much today. Your search need no longer continue. You have found the man your Emperor seeks. You have found the wealthiest landlord in all of China--yourself."

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will relate their understanding of the subordinate-superior relationships existing in the landholding affairs of dynastic China. (Review of previous lesson).

The students will provide their solutions for the peasant unable to further supply the demands of his superiors.

The students will role play the Pre-Revolutional stages prevalent in China during the rise of Sun Yat Sen.

ACTIVITIES:

1. The students will review the concepts introduced in the previous lesson.
2. The students will review their solutions for the peasant unable to further supply the demands of his superiors. (Encourage the students to be creative in their solutions. Promote the solution of rebellion in historical text as to the rise of discontentment which grew among the peasant and scholar circles under the encouragement of Sun Yat Sen).
3. Allow the students to role play their interpretation of a revolution.
4. Relate the details of the actual steps taken by Sun Yat Sen to prepare for this movement.
5. Allow the students to role play their interpretation of the revolutionary stages prior to the revolution.

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately five minutes.
Activity (4) will take approximately thirty minutes.
Activity (5) will take approximately twenty minutes.

MATERIALS:

The students may wish to use robes, costumes, etc. for use during the role playing.

EVALUATION:

If the students are successfully able to attain the instructional objectives as stated above, the teacher may assume the concepts introduced were understood.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will continue to role play the campaigns preceding the formation of Republican China. They will role play the leaders and campaigns of Nationalism, and the civil strife encountered prior to the actual revolution. (1911-1949--Republican China).
The students will compare the stages prior to the revolution to those stages having preceded the American Revolution of 1770's.

ACTIVITIES:

1. The students will review the previous lesson and role play the movements of Sun Yat Sen.
2. The students will role play the popularity of Sun Yat Sen with the peasant class.
3. The students will role play the difficulty of Sun Yat Sen's campaign for monetary support and his need to hide from the government.
4. The students will be introduced to the leader Chiang Kai-shek (successor after Sun Yat Sen died).
5. The students will compare the stages prior to the revolution to those stages having preceded the American Revolution of 1770's.

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately thirty-five minutes.

MATERIALS:

Costumes for role playing may be supplied.

EVALUATION:

The students will be able to successfully attain the instructional objectives as stated in the lesson plan.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will role play the overthrow of the Manchu Dynasty (1911).

The students will role play the founding of the Republic. (1911)

The students will role play the loss of Sun Yat Sen's power to General Yuan Shih-k'ai. (1911)

ACTIVITIES:

The students will role play the overthrow of the Manchu Dynasty.
The students will role play the stages in the founding of the Republic.
The students will role play the loss of Sun Yat Sen's power to General Yuan Shih-k'ai.

The teacher will supply the input of information pertaining to the movements of political control within the Republic from the presidency of Yuan Shih-k'ai in 1913, the excommunication of Sun Yat-sen from China to Japan; the Japanese presentation of the Twenty-one Demands to China (1915); the anti-Japanese demonstrations; the self-proclaimation of Yuan Shih-k'ai to the Emperorship of China. (1916--the beginning of warlordism--"Chinese Renaissance" begins).

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately fifteen minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately fifty minutes.

MATERIALS:

Costumes for role playing situations; media for the introduction of the historical input.

EVALUATION:

The students will be evaluated according to their individual participation in the daily lesson activities and according to their attainment of the behavioral objectives.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will be able to define the atmosphere of the Republican China during the span of time commencing at the overthrow of the Manchu Dynasty to the time of declaration of provincial autonomy under the command of Yuan Shih-k'ai.

The student will be able to role play the collaboration of the laborers into the Chinese Communi

The student will be able to role play the emergence of Chiang Kai-shek to power.

The student will be able to role play the break of the KMT and the formation of the Communist Party in the "Northern March" for the purpose of "unifying China."

The student will be able to role play the revolutionary land reform carried out by the Communists in 1928, under the leadership of Mao Tse-tung.

The student will be able to role play the joining of the two divisions in the fight against the Japanese invasion of the mainland China.

ACTIVITIES: The activities will be introduced as listed above after the initial input of information has been provided by the teacher.

TIME AND ORGANIZATION:
Activity (1) will take approximately ten minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately ten minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately ten minutes.
Activity (6) will take approximately ten minutes.

MATERIALS:

Costumes for role playing activities.

EVALUATION:

If the students successfully attain the above stated instructional objectives, the teacher may assume the students understood the concepts introduced.

HOMEWORK ASSIGNMENT:

TEACHER'S NOTE

The short story, "The Prince Who Was A Bit Different," can be used to illustrate the discontentment arising within the peasant classes after the succession of the government to military leader Chiang Kai-shek. Emphasis should define the fact that the political corruption materializing at this time was not due to the leader (as was the case in U.S. History under the presidency of U. Grant), but rather due to the poor selection of military advisors leading the campaigns of Chiang Kai-shek. The comparison of military tactics, dishonesty, and failure of Grant's administration (U.S. History) and Chiang Kai-shek's administration may enhance the introduction of these concepts.

THE PRINCE WHO WAS A BIT DIFFERENT

By Bruce M. Mitchell

Many years ago in ancient China there lived a prince who was like no other prince who ruled his kingdom. He had a very long pigtail and wore great golden flowing robes. He loved to go chasing around the kingdom on his stilts which were plated with gold and silver. He was a very strange sight to behold as he made his rounds each day.

The prince was afraid that he might be attacked by some sort of enemy. He really didn't know what or who the enemy was, but he knew it was there. The peasants in his kingdom were quite comfortable. They farmed their crops each day and had plenty of food and clothing. If their prince was a little different, they really didn't care.

In order to protect his kingdom from this unseen enemy the prince had a huge army of trained monkeys who would patrol the kingdom. Each day they would take their posts and watch for unwanted visitors. Whenever a new person came to the kingdom they would chatter in a way which told the prince that danger was at hand. The prince would then summon the royal lancers to take care of the newcomer. Sometimes the newcomer was allowed to enter the kingdom, while other times he was chased away.

The people liked the monkeys.

"It is indeed comforting knowing that we are protected by such fince guards," said one old man.

"Yes. And such honest guards the monkeys are," answered his friend.

The prince liked to walk on his stilts and check the monkey posts. Sometimes he would call the monkeys. He would put a great horn to his lips and yell:

"Patrol monkeys! Come to me!"

All the monkeys would leave their posts and see what the prince wanted. Things went along in this manner for some time. And then, one day, the prince came running out of his magnificent house shouting:

"Patrol monkeys! Patrol monkeys! Come here at once!"

From all over the kingdom came the monkeys. They stood in front of him awaiting his words.

"Someone has stolen my best shoes. They were not under my bed this morning."

The monkeys looked at each other not knowing what to say. For on the prince's feet were his best shoes.

"Honorable Kai Shek Chiang, Oh Gracious Prince, excuse me but your shoes are on your feet. You must have worn them to bed."

"So I have," answered Prince Kai Shek Chiang. "I must be more careful. You patrol monkeys have done your job well. I must reward you." And so the prince gave each patrol monkey a small lump of gold.

All the people went about their business. The farmers tended their crops and the merchants minded their stores. Things went well for a time. Prince Kai Shek Chiang continued to tromp around on his stilts. He would laugh and laugh and sometimes he even talked to himself. People were beginning to wonder why their prince acted so strange.

Then, one day, everyone heard another huge cry.

"Patrol Monkeys! Patrol Monkeys! Come here!"

All the monkeys left their posts and hurried to the prince. They stood by his side--but not quite so still as before.

"My hat! My hat! Someone has stolen my hat. Search the kingdom. It must be found."

The patrol monkeys looked at each other again--not knowing what to say. Finally the bravest monkey said to the prince:

"Prince Kai Shek Chiang, Oh Exalted Ruler--your hat is on your head."

The prince felt the top of his head.

"Oh--so it is! I must be more careful. You are indeed smart guards. I must reward you again."

And so, the prince gave each patrol monkey two lumps of gold this time.

The peasants started to wonder. The prince was becoming quite weird! The patrol monkeys were growing rich. They were not being so careful on their jobs. Then one day another strange thing happened.

"Patrol Monkeys! Come to me--quick!"

This time, the patrol monkeys were not quite so fast in getting to the prince. A few were away from their patrol stations. Finally, they all got to his side.

"My stilts! My stilts! Somebody has stolen my stilts! They must be found!"

One of the monkeys stepped forward.

"Prince Kai Shek Chiang, Oh Great Wise Ruler, your beautiful stilts rest against the side of that tree. You left them there."

"Oh! My beautiful monkey guards! You have found my stilts for me! You shall all be rewarded!"

And so the prince gave each guard a bag of gold. After that, things in the kingdom got worse. The king lost more and more things. He sang silly songs and talked to himself all the time. The monkey guards would get many bags of gold whenever they found the things he lost. Some of the smarter monkeys even hid his things so the prince would think they were lost. Then the monkeys would find them and receive more gold. The monkey guards were getting rich. The peasants were becoming quite poor. They were also getting quite angry.

The patrol monkeys started sleeping on their jobs. They didn't even look for danger. The people were getting angry with their prince and his patrol monkeys. They wondered what they could do. A peasant named Tse Tung Mao came forward.

"I can help. I know what to do. I will gather the people together tomorrow and we will decide what to do."

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

Students will verbally engage in a review of the Communist take-over of the mainland China and Chiang Kai-shek's flight to Taiwan.

Students will hypothesize the submission of the Chinese people to the domination of the Communist Party.

The student will define the philosophy and existance of "Communism".

ACTIVITIES:

1. The students will role play the Communistic take-over of the government in 1949.
2. The students will hypothesize "why" the Chinese people accepted the Communist leaders rather than Chiang Kai-shek.
3. The students will role play a situation in which they work the fields each day. Some workers spend more energy in the fields; others do not expend as much. How should this crop be divided? Under the Communist plan, the socialistic division of the crops should be emphasized. The teacher may wish to mention the early use of this in American history. The division of crops might be symbolized by candy distribution, etc.

TIME AND ORGANIZATION:

Activity ( ) will take approximately fifteen minutes.
Activity (2) will take approximately thirty minutes.
Activity (3) will take approximately fifteen minutes, with an additional ten minutes for input.

MATERIALS:

Role playing costumes and candy, or other distribution "crops".

EVALUATION:

The students shall be evaluated according to their attainment of the behavioral objectives as stated above.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will be able to conclude the revolutionary steps of Chiang Kai-shek (KMT) and Mao Tse-tung (Communist Party) and their revolutionary victories and failures.

The students will be able to explain how the Communists were able to establish a dictatorship under the Communist system.

ACTIVITIES:

1. Review of the definition of Communism (general defintion).
2. Review of the Communist movement and how it has helped the peasant classes of China.
3. Review of how the mainland of China has been under the control of the Chinese Communists since 1949.
4. A review of why the Chinese didn't support their former government in its fight against the Communists.
5. A review of China's early history, and how knowledge of that history helps to explain why the Communists were able to establish a dictatorship under the Communist system.
6. Role-playing
   a. Peasants in fields; b. Division of the profits--and how this power of division helps the Communists remain in power.

TIME AND ORGANIZATION:

The review will take approximately fifteen minutes. The role playing will take approximately ten minutes. The discussion of the role-playing will take approximately five mintues. Ten minutes will be used for story-telling of the Chinese early history, in relation to the ability of the Communists to establish a dictatorship under the Communist system.

Activity (1) will take approximately fifteen minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately five minutes.
Activity (4) will take approximately thirty minutes.
Activity (5) will take approximately ten minutes.
Activity (6) will take approximately fifteen minutes.

MATERIALS: Costumes for role playing situations.

EVALUATION: The students shall be evaluated according to their attainment of the behavioral objectives as stated above.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The students will hypothesize how the industrial growth of Communist China may some day help the People's Republic of China present herself as the world's major power.

The students will hypothesize the threat of the People's Republic of China to the United States; the threat of the United States to the People's Republic of China; the mutual respect required of each nation towards the other nation.

ACTIVITIES:

1. The student will be informed of the industries presently existing in China--especially North China.
2. The students will discuss what changes must occur within a nation when its economy changes from an agricultural national base to an industrial base.
3. The students will hypothesize how the industrial growth of Communist China may some day help the People's Republic of China present herself as the world's major power, through class discussion.
4. The students will brainstorm the possible threats of each nation: the threat of the P.R.C. and the U.S.A. and the need for respect issued by each.

TIME AND ORGANIZATION:

Activity (1) will take approximately twenty minutes.
Activity (2) will take approximately fifteen minutes.
Activity (3) will take approximately forty minutes.

MATERIALS:

Film/filmstrip and projector pertaining to the industries of the People's Republic of China and/or the United States if available.

EVALUATION:

The students will need to successfully attain the instructional objectives as stated above.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

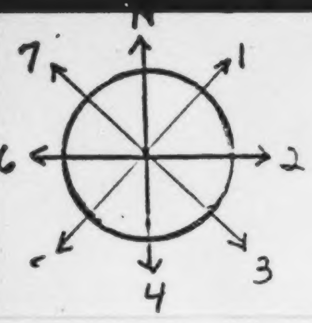
One method of evaluating student progress and understanding of the concepts introduced in the total unit is to measure the student performance in cognitive skills. Measured by menas of the traditional testing device, the students will be able to:

(1) read and utilize maps;
(2) define the influence of river systems upon the development of the Chinese Civilization;
(3) relate to the three major regions of China, in regards to physical/geographical features and ways in which these features have influenced the major regional divisions of China, and the make up of the Chinese Civilization in regards to: economics, politics, social organization, and religious development and philosophical prevalence;
(4) relate to the three major regions of China in regards to climate, food, and life styles prevalent in each region;
(5) relate to the hypothesis of why the Chinese have a great difficulty in producing enough food to feed their people;
(6) relate to the learning of the peasant, landlord, and government relationship during Pre-modern China and Modern China;
(7) relate to the Five Relationships doctrine of the Confucian philosophy;
(8) relate to the definition of Communism;
(9) relate to the Communist movement of Republican China and Communist China and how it has helped the peasant;
(10) relate to the reason why the Chinese populous didn't support their former government in its fight against the Communits;
(11) relate to the reason Chiang Kai-shek fled to Taiwan and established a government on this island;
(12) apply their knowledge of China's early history in order to determine if the Communists have, in fact, established a dictatorship under the Communistic system;
(13) deal with this question: "If China develops her industries to the extent that she becomes a very powerful nation, will she pose a threat to the United States? To the "Free World"? Why or why not? If she does pose a threat in such a position, in what ways?
"Why is it difficult to develop industry in China? What facts about education, transportation, and power production in China help solve this problem? What does China mean to the student?
(14) relate to the similarities and differences existing in the United States and China cultures.

TIME AND ORGANIZATION: The test will take approximately seventy-five minutes.

MATERIALS: Tests, pencils, maps.

EVALUATION: The students will need to attain the instructional objectives as stated above. If necessary, the student may re-take the test.



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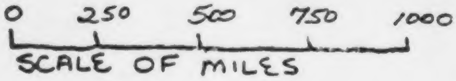
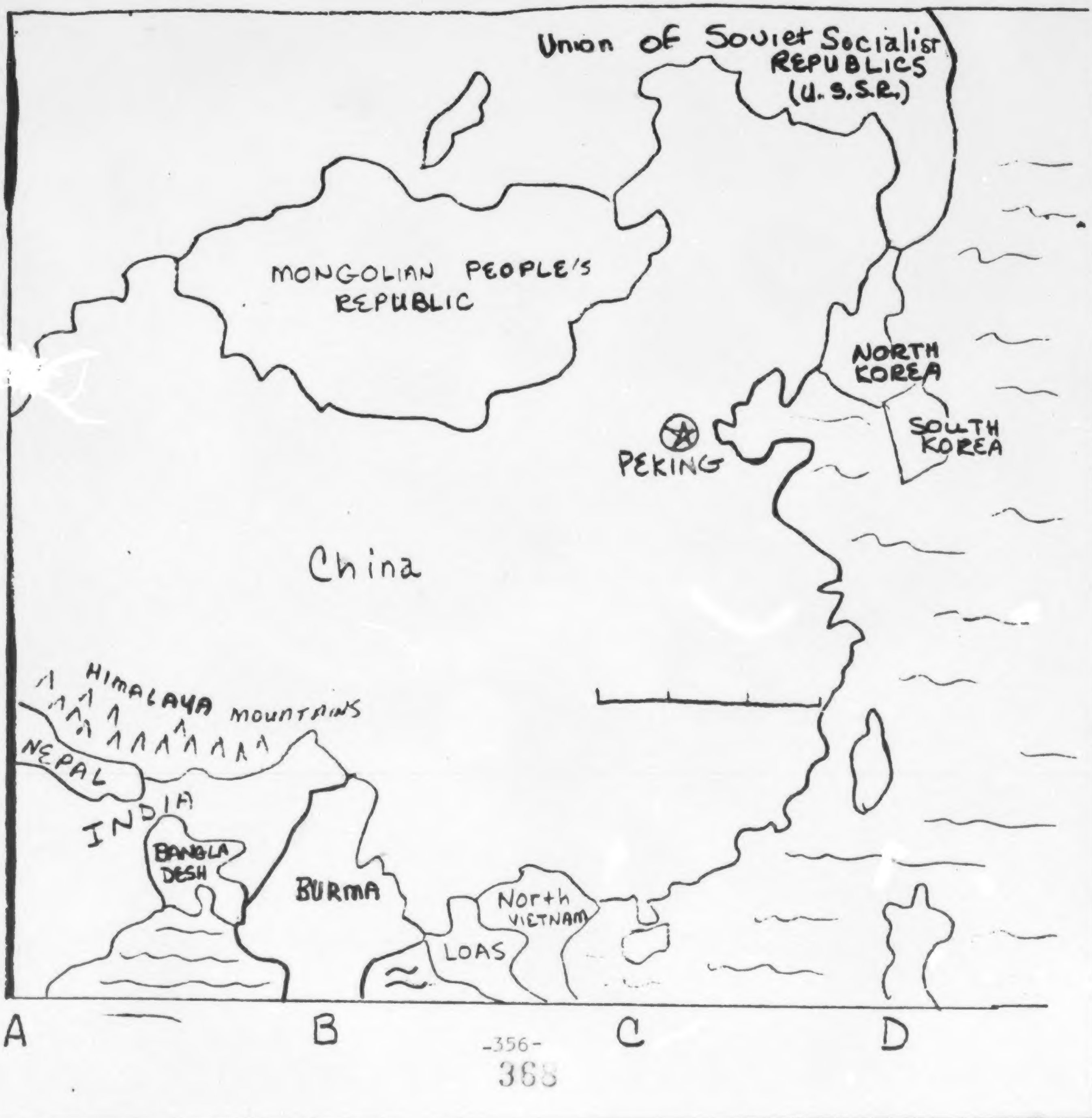

0
250
500
750
1000
SCALE OF MILES

MAP LEGEND

HIMALAYA MOUNTAINS

CAPITOLS

BODIES OF WATER


Union of Soviet Socialist REPUBLICS (U.S.S.R.)
MONGOLIAN PEOPLE'S REPUBLIC
NORTH KOREA
SOUTH KOREA
PEKING
China
HIMALAYA MOUNTAINS
NEPAL
INDIA
BANGLA DESH
BURMA
North VIETNAM
LOAS
A
B
C
D

MAPS:

INSTRUCTIONS: LOOK AT THE MAP AND FOLLOW THE DIRECTIONS LISTED WITH EACH QUESTION.

EXAMPLE: QUESTION: Name one country that is a neighbor to China.
ANSWER: Union of Soviet Socialistic Republics (U.S.S.R.)

TEST:

1. Look on the map for the MAP LEGEND. Notice that the title Himalaya Mountains is not followed by any symbol. Notice that the mountain range picture in China is titled HIMALAYA MOUNTAINS. Put the symbol for HIMALAYA MOUNTAINS in the MAP LEGEND SQUARE NEXT TO THE TITLE HIMALAYA MOUNTAINS.

2. IN THE LEGEND MAP, put the symbol for Capitol PEKING.

3. IN THE LEGEND MAP, put the symbol for BODIES OF WATER.

4. Look on the map for the SCALE OF MILES. Now look at the length of the line drawn across southern China. How many miles long is that area covered by that line?

____

5. On the map, locate these points by using the LETTERS AND NUMBERS labeled on the side of the map:

A-4 B-2 D-3 D -1

6. FIND THE DIRECTIONAL SIGN on the map; Notice that NORTH is indicated for you; Find the numbers that are outside the circle of the DIRECTIONAL SIGN. If the number 4 is South, then what are the following numbers indicating:

Write your answers in the blanks next to the number you are answering.

1.______	4. South	7.__________
2.______	5. ___	
3.___	6.______	

7. If you are standing in BURMA and want to go to NORTH KOREA, which direction will you need to travel?

____

MATCHING:

INSTRUCTIONS: Match the definitions (List B) with the words (List A) that hold the same meaning. Place the correct letter of the definition in the blank next to the word.

EXAMPLE:

___A___ stream	A.	larger than creeks, smaller than rivers
	B.	A fish named Harry

TEST:

	LIST A--WORDS		LIST B--DEFINITIONS
________	erosion	A.	electricity produced by water-power--the force of rushing water runs generators that produce electricity
________	waterfalls	B.	a triangular or fan-shaped area of land. Formed by deposits of mud and sand at the mouth of a river
________	tributary	C.	usually caused when a river travels over a cliff
________	hydroelectricity	D.	washing away of the land, usually occurs when the river overflows and washes mud or rocks into the river; destructive to the land.
________	delta	E.	a stream feeding a larger stream, river, lake, sea, or ocean
________	irrigate	F.	to supply the land with water by such means as ditches, canals, or pipelines.

TRUE AND FALSE QUESTIONS:

INSTRUCTIONS: Write the word "TRUE" in the blank next to the number of the question if the statement is "True", and write the word "FALSE" in the blank next to the number of the question if the statement is "False."

Example:

FALSE	The jacket was invented by the American Indian.
FALSE	Elephants wear red tennis shoes to lunch on Wednesdays.
TRUE	Grape soda is usually preserved with ascorbic acid.

Now you answer the questions below:

__________ 1. One of China's greatest problems is growing enough food to feed her people.

__________ 2. China has a history of excellence in the arts.

__________ 3. The Chinese use chopsticks to paint their vases.

__________ 4. The Chinese use chopsticks as a utensil for eating their food.

__________ 5. The Chinese use canvas instead of rice paper in the making of their paintings.

List what you have learned about Chinese meals. How are they similar to our meals? How are they different from our meals in the United States culture?

List some characteristics you have learned about Chinese architecture: Compare it to American architecture.

List some characteristics you have learned about Chinese art: Compare it to American art.

SHORT ANSWER:

INSTRUCTIONS: Answer the questions below.

TEST:

1. How are rivers important to the United States?

2. How are rivers important to China?

3. If one large stream and one small stream come together to make one stream, which stream is the tributary?

4. How is a tributary important to transportation?

5. How is a tributary important to trade?

6. How are tributaries important to China?

7. What is a delta?

8. How are deltas important to farmers?

9. Are there deltas in China? If so, where?

10. How might hydroelectricity help the Chinese maintain and create new industries?

11. Is hydroelectricity important for a powerful nation? If so, why?

SHORT ANSWER:

12. Explain a little about the story of the Junk being pulled up the Yangtze River Gorge--the Mainstreet of China.

13. How is an oasis important to people living in the deserts of China?

14. If you were living in the deserts of China, where would you want to live? Far **away** from an oasis? Near an oasis? Why?

15. What do you think about when you see a river?

16. List some sources of rivers:

17. What is drought?

18. What is a flood?

19. Why would droughts and floods be dangerous to the people of China?

THREE MAJOR AREAS OF CHINA:

FILL-IN: List below the three major regions of China:

1. ______________________________
2. ______________________________
3. ______________________________

Short and long Answer Questions:

INSTRUCTIONS: Answer as much of the question as you can--the more you answer, the more credit you will receive.

1. What type of climate do you have in South China?

2. What type of food might you eat if you lived in South China?

3. What occupation would you probably have if you lived in South China?

4. What type of climate do you have in North China? Explain why.

5. What type of food might you eat if you lived in North China?

6. If North China has many waterfalls, what might you develop in order to have hydroelectricity?

7. If you have hydroelectricity and minerals for making steel, would you live in the cities, or would you live on the farms? Why do you think this?

8. If you lived in OUTER CHINA what type of climate would you live in?

9. If you lived in OUTER CHINA what would you be (circle the correct answer or answers):

   a. an industrialist

   b. a fisherman

   c. a businessman in the city

   d. a rice farmer

   e. a ship repairman

   f. a nomad--take care of sheep

   g. ride horses

   Why do you think this? ______________________________

   ____

10. Which of the three major regions of China would you rather live in, and why?

COMMUNIST CHINA: SHORT ANSWER QUESTIONS

11. Thirty years ago, if you were a rice farmer in China, would you belong to the peasant or the gentry class? Why?

12. What happened to the peasant class when the Communists took control of China's government?

13. What happened to the Manchu Emperor when the Communists took control of China's government?

14. What happened to the gentry class when the Communists took control of China's government?

15. Do you think China is a threat to the United States? Why or why not?

16. List the differences between the United States and China:

17. List the similarities of the United States and China:

DAILY LESSON PLANS: ______________________ ____________________________(DATE)

BEHAVIORAL OBJECTIVES:

The student will define the basics of "friendship".

The student will define the basics of "tolerating differences in others."

The student will define the need for "friendship" and "tolerance" in the development of a relationship between best of friends.

ACTIVITIES:

The student will be asked to write (on a piece of paper) the basic ingredients of "friendship."

The student will be asked to write (on a piece of paper) the basic qualities he likes in his best friend.

The student will be asked to write (on a piece of paper) the basic qualities he dislikes in his best friend.

The student will be asked to evaluate the term "friendship" in regards to the validity with which this term successfully identifies and describes the relationship he and his best friend have developed.

The student will be asked to relate and share his definition of "tolerating differences in others" through class discussion.

The student will be asked to evaluate himself in terms of likeable and dislikeable qualities he sees in himself.

The student will be asked to examine his list, looking for qualities others will surely like.

The student will be asked to examine his list, looking for qualities others may dislike.

The student will be asked to distinquish between his poor qualities and those poor qualities he sees in his best friend.

The student will be asked to define the need for "friendship" and "tolerance" in the development of a relationship between best of friends.

TIME AND ORGANIZATION:

Activity (1) will take approximately seven minutes.
Activity (2) will take approximately three minutes.
Activity (3) will take approximately three minutes.
Activity (4) will take approximately ten minutes.
Activity (5) will take approximately twenty minutes.
Activity (6) will take approximately ten minutes.
Activity (7) will take approximately three minutes.
Activity (8) will take approximately three minutes.
Activity (9) will take approximately three minutes.
Activity (10) will take approximately ten minutes.

DAILY LESSON PLAN
(DATE) CONTINUED
________________.

MATERIAL: Pencil and paper.

EVALUATION: Evaluation will be based upon the student participation in the activities, contribution to class discussion, and ability to recognize relationships between humans.

HOMEWORK: Student will be asked to draw a picture of (1) friendship; (2) tolerance; (3) a combination of friendship and tolerance.

DAILY LESSON PLANS: ____ (DATE)

BEHAVIORAL OBJECTIVES:

The student will define the ways of developing "friendship" and "tolerance" in the cultivation of a relationship between best of friends.

The student will describe ways in which he and his best friend have learned to "tolerate differences in each other."

The student will define the basics of "friendship" and "tolerance" portrayed in the story "CHAO AND THE DRAGON."

The student will define the element of "fear"(and "distrust") that must be dealt with when establishing a new relationship with others.

The student will define the similarities and differences existing between Chao, the boy, and the fire-breathing dragon in the story "CHAO AND THE DRAGON."

ACTIVITIES:

1. The student will be asked to define the ways he and his best friend have come to be best of friends.
2. The student will be asked to define the ways in which he and his best friend have developed "friendship" and "tolerance" in the cultivation of their relationship.
3. The student will be asked to define the basics of "friendship" and "tolerance" portrayed in the story "CHAO AND THE DRAGON."
4. The student will discuss the basic qualities the villagers disliked about the dragon.
5. The student will discuss the basic qualities the emperor and his soldiers disliked about the dragon.
6. The student will discuss the basic qualities the boy, Chao, liked in the dragon.
7. The student will discuss the basic qualities the boy, Chao, had to "tolerate" in the dragon.
8. The student will discuss the basic qualities the dragon had to "tolerate" in the boy, Chao.
9. The student will discuss the "joint effort" people (and dragons) must make in order to develop a "friendship".
10. The student will hypothesize what would have happened to the soldiers and some of the villagers if they had made attempts to be kind to the dragon before Chao did so.
11. The student will hypothesize what benefit, if any, the purpose of Chao's and the dragon's visit to see other people achieved. (Spread goodwill to the rest of the world?).

Activities (continued):

12. The student will define the similarities and differences existing between Chao and the dragon in regards to the need to "tolerate" such qualities and emphasize the likeable qualities in friends.

TIME AND ORGANIZATION:

Activity (1) will take approximately three minutes.
Activity (2) will take approximately five minutes.
Activity (3) will take approximately thirty minutes (includes reading and discussion time).
Activity (4) will take approximately three minutes.
Activity (5) will take approximately three minutes.
Activity (6) will take approximately three minutes.
Activity (7) will take approximately three minutes.
Activity (8) will take approximately ten minutes.
Activity (9) will take approximately five minutes.
Activity (10) will take approximately five minutes.
Activity (11) will take approximately three minutes.
Activity (12) will take approximately five minutes.

MATERIALS: Short story titled "CHAO AND THE DRAGON".

EVALUATION: Through the reading of the story and feedback during class discussion the students should have developed an understanding for the need to develop friendship and tolerance through "joint effort."

HOMEWORK: Students may wish to draw a picture of the dragon or of Chao.

CHAO AND THE DRAGON

By Bruce M. Mitchell

Many years ago a little boy named Chao Chung lived in a small fishing village on the East China Sea shores. Every day Chao Chung would go with his father to the ocean to see what their luck would be. They were a poor family but very happy. Chao loved to fish and he spent many long hours watching the water for his father to see if there were any fish close to the boat. When they returned each day with their catch, Chao would stroll along the beach barefooted. He liked to feel the cool, wet sand between his toes. He would search for beautiful seashells for his collection.

It was a village filled with other happy people. They were not rich, but they loved their country and their life was good. But, things were not good in other parts of China. There was a wicked emperor who was angry because he, too, was poor. He had a very small supply of gold. Other emperors would make fun of him because they all had more gold then he did. An old legend told of a huge pile of gold which lay deep in the cave of a mean, evil fire-breathing dragon which was high in the mountains behind Chao's village. Many other emperors had been mean to the dragon. They sent soldiers into his cave and he would chase them out, shooting fire at them. Many soldiers had been killed. The emperor decided that he must have the gold which he knew was in the dragon's cave.

One day when Chao Chung and his father returned from the sea, there were many soldiers in the village. Chao's mother was there to greet them.

"They have come to kill the dragon and get the gold," she cried. Chao and his father hurried out of the boat and up to their house.

"We will wait here until the trouble passes," said Chao's father. The next day the soldiers went to the mountains. They had many spears and other weapons. The villagers waited down below. Soon, they heard faint screams and roars from up above. They saw much fire coming from the mountain. They waited and waited. Soon it was quite still.

They waited longer and finally one of the villagers cried, "Aaiiii! Look! A soldier comes toward us. He is badly wounded."

The people scrambled up the hill to the injured soldier who had fallen to the ground. Chao's father was the first to reach his side.

"What happened my friend? Are you all right?"

The soldier looked up from where he lay.

"I am barely alive. The dragon . . .he. . .he . . .killed all the men except me. See how badly I am burned!"

By this time other villagers had reached the soldier's side.

"Tell us what happened!"

Again the soldier looked up at the men. He drank some water which one of the fishermen offered him.

"I saw the gold! It is there! But the dragon is too terrible. He will not let anyone have it. When we threw our spears he snorted fire at us. All but me were killed by the flames."

The soldier was brought to the village where his wounds were tended. A runner took the news to the emperor. Several days later more soldiers came to the village. They had more evil looking weapons then the first soldiers. There were also many more than before. While the villagers stayed below the soldiers went up the mountain. They heard the same frightening noises--the screams of the men and the roar of the dragons. They saw more fire than before. Then, all was still. The villagers waited and waited. But no soldiers returned. They had all been killed by the dragon's fire. Another runner took the sad news to the emperor.

Several days later a magnificent cart came to the village. Chao Chung soon saw that it was the emperor. How beautiful he looked in his golden gowns. The villagers bowed to him as he approached them.

"Is there anyone here who can get the gold? I will give him half." But none of the villagers spoke and nobody moved forward.

The emperor grew very angry. He shouted once more.

"I demand that someone go for the gold."

Little Chao moved forward.

"I will try, honorable emperor. I will get the gold."

All the villagers gasped. The emperor laughed.

"So young a lad! But so brave! I am sure you could not get the gold when all of my soldiers have failed."

"I will get the gold. The poor people in China need it. Many of them do not have enough to eat!!"

"Very well," said the emperor, "All else have failed. You may have a chance."

Chao was very frightened as he climbed the mountain and approached the cave. He peeked inside and saw two huge eyes looking back at him. Suddenly, a blast of hot flame shot through the mouth of the cave. Chao jumped back to safety.

"Do not blow your fire at me, kind dragon," yelled Chao.

The dragon was surprised. He had been called by so many evil names. He had never been called "kind dragon" before.

"Why do you call me kind?"

"Because I believe that all things are kind. Only other things make them evil."

"Come in the cave so I may see who you are," yelled the dragon.

Chao entered the cave. His legs shook with fright.

"Do not throw you fire at me. I am your friend," cried Chao.

"I see you are a boy and that you are not armed," said the dragon. "I will not harm you."

"I have come for your gold," said Chao.

The dragon threw back his head and laughed until the whole mountain shook.

"No small boy who is unarmed will take my gold."

"I do not intend to take your gold. I want you to give it to me. I wnat to help the poor people of China. The emperor needs the gold for his people. They do not have enough to wear and they are hungry."

"You are a brave boy to come to my cave. I will give you the gold to help the people. But, in return, I wish to be left alone to live my life."

"I have one other request," Chao replied. "I wish to be your friend."

"My friend?" The dragon was surprised. "But, why do you want to be my friend?" And then the dragon began to cry. Nobody had ever said this to him before.

"Because, I think you are a nice dragon. People have treated you mean. But you are really not mean."

"We will always be friends," replied the dragon.

Chao took the gold down the mountain to the emperor. He thanked Chao and took all the gold with him in his splendid cart. Chao did not get any of the gold. But he did not care. The emperor promised the gold would go to the poor. Chao and the dragon saw each other every day. Some days they even fished together. The dragon became very kind and helped the people in the village. He owuld even play with the small children. He started their fires and heated their homes when it was cold. Several years passed.

One day a runner approached the village. He headed straight for Chao. I have bad news. The emperor did not give the gold to the poor people. He kept it all himself. He has built many gold carts for his use. He has one hundred gold suits which his tailor was ordered to make. His new palace is made of solid gold. But the people are starving. They have no clothes. Their babies cry for milk."

Chao was very angry when he heard the news. The emperor had not kept his word. Chao said goodbye to his mother and father. He would get rid of the emperor and save the people. He told the dragon the news and climbed on his back. Together they started toward the emperor's palace. Many days passed before they reached it.

Suddenly, many soldiers surrounded them. They pointed terrible weapons at Chao and the dragon.

"Do not hurt them too bad, my friend," asked Chao.

The dragon turned his head toward the soldiers. A short burst of flame came from his throat. The soldiers all ran away fast. Their backs were very warm. They did not get cooled off until they jumped into the river. Chao and the dragon went up to the emperor's palace. One huff and the dragon burned down the door. They went inside and all the people ran out when they saw the dragon. The evil emperor ran out too. But the dragon could not resist the temptation. He breathed a very special huff at him. The emperor screamed and grabbed his back. He jumped right into the water around the palace. He swam out and ran away--never to be seen again. Chao became the new emperor and ruled wisely. And when he walked through the country to see how the people were, his kind friend, the dragon, was always at his side.

DAILY LESSON PLANS: ____(DATE)

BEHAVIORAL OBJECTIVES:

The student will define the basics of "friendship" developed and cultivated between neighbors.

The student will define the basics of "tolerance" developed and cultivated between neighbors.

The student will define the need to cultivate "friendship" and "tolerance of differences in others" between neighbors.

The student will define the need to cultivate "friendship" and "tolerance of differences in others" between neighborhoods in relation to developing a "good community."

ACTIVITIES:

1. The student will be asked to define the qualities he searches for in his neighbors.

2. The students will be asked to role play the initial introduction between two strangers.

3. The students will be asked to role play the initial introduction between two neighbors.

4. The students will be asked to define the qualities of "good neighbors."

5. The students will be asked to role play the qualities of the "bad neighbor."

6. The class will be asked to define the need to cultivate "friendship" through tolerance of differences in others in order to develop a good neighbor relationship.

7. The class will be asked to define the need to cultivate "friendship" through tolerance of differences in others in order to develop a "good community."

8. The student will write a story about the need to develop "friendship" between states (divisions of U.S.A.)

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately five minutes.
Activity (3) will take approximately five minutes.
Activity (4) will take approximately five minutes.
Activity (5) will take approximately five minutes.
Activity (6) will take approximately ten minutes.
Activity (7) will take approximately ten minutes.
Activity (8) will take approximately twenty-five minutes.

MATERIALS: Perhaps the students would enjoy utilizing costumes, props, etc.

EVALUATION: Through discussion and role playing the students should develop an understanding of the need to develop friendship through tolerance of differences in others on a larger scale than a personal "friend and best friend" basis.

DAILY LESSON PLANS: ________________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

The student will define the basics of "friendship" developed between nations.
The student will define the basics of "tolerance" developed between nations.
The student will define the basics of "friendhsip" developed between the People's Republic of China and the United States of America.
The student will define the define the basics of "tolerance" endured in order to develop "friendship" between the People's Republic of China and the U.S.A.

ACTIVITIES:

1. Allow the students to brainstorm the basics of "friendship" needed in order to nourish the development of a "good relationship" or a "good tolerance" between nations.

2. Allow the students to define the types of "tolerance" developed between nations.

3. Allow the students to define the types of "characteristics" which have been identified in the entire unit in relation to the types of "friendship" ingredients available to the United States of America and the People's Republic of China in promoting "peace." Allow the students to define the types of "tolerances" that have been necessary in developing a "friendship."

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately fifty-five minutes.

MATERIALS: No special materials required.

EVALUATION: If the students are able to successfully attain the above listed instructional objectives, the teacher may assume they understand the concepts as stated.

HOMEWORK ASSIGNMENT:

DAILY LESSON PLANS: ____(DATE)

BEHAVIORAL OBJECTIVE(S):

The student will define the concepts he has learned through this unit study of the Chinese Civilization unit and compare these concepts to his knowledge of the United States Culture.

The student will list the similarities and differences existing between the People's Republic of China and the United States through the Taba Listing Exercise for Concept Diagnosis.

ACTIVITIES:

1. Ask the students how they might define the relationship existing between the People's Republic of China and the United States of America.

2. Allow the students to hypothesize how this relationship existing between the People's Republic of China and the United States of America.

3. Ask the students to define the Chinese Civilization, in brief.

4. Ask the students to define the United States Culture in a few sentences.

5. Ask the students how they have defined the Chinese Civilization in the "cultural development" progression (agricultural to industrialized) in comparison to the United States Culture.

6. Ask the students to explain "why" they defined the Chinese Civilization in the terms they chose, in comparison with the terms they used in defining the United States Culture.

7. The student will list the concepts he has learned about through this unit study of the Chinese Civilization, in comparison to the concepts he has learned dealing with the United States Culture through the process of the Taba Listing Exercise for Concept Diagnosis. (See; Teacher's Note).

TIME AND ORGANIZATION:

Activity (1) will take approximately five minutes.
Activity (2) will take approximately ten minutes.
Activity (3) will take approximately three minutes.
Activity (4) will take approximately three minutes.
Activity (5) will take approximately twelve minutes.
Activity (6) will take approximately twelve minutes.
Activity (7) will take approximately thirty minutes.

MATERIALS: Butcher paper for Taba Listing Exercise for Concept Diagnosis Activity.

EVALUATION: Through discussion and concept diagnosis skills, the students should successfully attain the instructional behavioral objectives as stated, in helping the student develop an understanding of the relationships existing between the People's Republic of China and the United States of America.

The list below was actually made by a fourth grade class having participated in this Taba research method:

UNITED STATES	CHINA
silverware	chopsticks
machines	dishes
changeable socks	changeable shoes
American flag	dragon festivals
Promised land	Chinese flag
writing, food, language	writing, food, language
houses	houses
clothing	clothing
dams	water buffalo
people	water wheels
pets	people
lots of land	pets
art and architecture	art and architecture
time	land
states	Promised land
7-Up	Bireleys Carbonated Soft Drinks
decorations in cities	time
motor boats	bells on Pagodas
schools/education	schools/education
worship different religions	worship different gods
physical features	physical features
customs	customs
transportation	transportation
factories make tea	grow and pick tea/make tea
	calligraphy
	provinces/regions
	junks
	decorations in cities
	large desert/Outer China
	pointed roofs
	wells for water
	Communistic government
	chop marks
	signature block
	steam boats
	pedicabs

DAILY LESSON PLANS: ______________________________ (DATE)

BEHAVIORAL OBJECTIVE(S):

Through the process of open class discussion, the students will define the "tolerance" of cultural relativism in relation to the People's Republic of China by introducing similarities and differences between the cultures of the United States and the PRC., emphasizing the four basic cultural components: economic structures, social organizations, religious systems, and political organizations.

ACTIVITIES:

1. The students will be asked to define the word "tolerance" (review).
2. The students will review their remarks offered in response to the Taba research lesson (previous lesson) as to the "tolerance" of cultural relativism in relation to similarities and differences existing between the PRC's culture complex an- that of the U.S.A.
3. The students will be encouraged to discuss the similar and differing traits present in each culture in regards to the need to maintain these traits as a means of preserving distinct cultures, as well as the need to cultivate a "tolerance" for cultural relativism.

TIME AND ORGANIZATION:

Activity (1) will take approximately ten minutes.
Activity (2) will take approximately twenty minutes.
Activity (3) will take approximately thirty minutes.
Activity (4) will take approximately fifteen minutes: allow the student to express his personal degress of tolerance for the Chinese Civilization through either class discussion and/or through individual writings, drawings, dramatic presentations, etc. done in class or prepared as homework projects.

MATERIALS:

If activity four is introduced during class time, the student will need access to art supplies.

EVALUATION:

If the student is able to successfully attain the instructional objectives as stated, then the teacher may assume the student was able to understand the concepts as introduced in this daily lesson.

HOMEWORK ASSIGNMENT:

Assignment four may be assigned as a homework project.

WHAT HAVE I LEARNED FROM MY STUDY OF THE CHINESE CIVILIZATION?

ACTIVITIES LEARNING PACKET

STUDENT'S NAME: ______________________

WHAT IS IN MY LEARNING PACKET?

(TABLE OF CONTENTS)

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Part Three 513

Suggestions to For My Teacher and Me 589
(What I Do When I Am Finished With
My Learning Packet)

NOTE TO THE TEACHER

This individual activity learning packet is designed to help the student utilize and determine his understanding of the concepts introduced in the unit study of the Chinese Civilization. Through the working of this packet, the student will realize and develop a deeper understanding of and a greater tolerance for the Chinese Culture. Tolerance for cultural relativism in relation to the Peoples' Republic of China will be introduced by allowing and encouraging the student to associate traits of the Chinese Culture with those traits characteristic in his own culture.

Emphasis based upon the four basic cultural components--economic structures, social organization, religious systems, and political organization--has been made. However, attention to the development of intellectual, affective, and psychomotor skills have also been introduced in this packet.

In the beginning of the unit study, the student was introduced to the basic physical and psychological needs of Man. As Man has social needs, the student will be able to hypothesize why nations must make "joint efforts" to develop cooperative and interdependent relationships. This development often stems from the knowledge of cultural diffusion and cultural traits. The student will have the opportunity to explore this development as he discovers and/or strengthens his tolerance for cultural relativism in attaining the long range goals established by this unit study of the Peoples' Republic of China.

The packet allows the student to self-pace his learning skills, and permits the student to explore supplementary resources.

The teacher may utilize this packet in a number of ways not previously indicated: a pre-test is included within the text of this packet. An additional pre-test may consist of a slide presentation. The student will be instructed to view the slide as it is flashed before him. He will categorize the slide according to the classification provided on the following pages:

(1) Completely characteristic of the Chinese Culture
(2) Completely characteristic of the United States Culture
(3) A combination of the Chinese and United States Cultures
(4) Characteristic of neither the Chinese Culture nor the United States Culture

This slide-classification exercise may be presented as a pre-test prior to the unit study of the Chinese Civilization, and later as a post-test for the unit study of the Chinese Civilization. This technique has been included as a post-test for this unit, as a means of measuring the student's attainment of the long range goal as established prior to the unit presentation.

The teacher may use the materials in this packet as a device for introducing additional anthropological concepts of culture. As an example, the packet contains the pictures of many cultural materials. One picture illustrates man using tools. The level of technology may differ in cultures, but the productivity measure provides an explanation to the degress of technological development and function of the tool. A picture of a parade may introduce the rites of intensification practices inherent in cultures. A picture of a church may invite discussion such as: Does the architecture of a building provide a greater degree of satisfaction for Man in his search for need fulfillment? A picture of the family at home may invite discussion such as: Which culture provides closer family ties and deeper family relationships? The answers are debatable but worth pondering.

A creative project is suggested for the completion of this unit study. It is suggested that the class write letters to the President of the United States expressing their awareness of the Peoples' Republic of China. This project was done by a fourth grade class at Eastern Washington State College, Campus School. The President's response has been included in this text.

INSTRUCTIONS: LOOK AT FRAME______.

STEP ONE: Describe what you see in frame ________. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

WHY I SHOULD USE THIS LEARNING PACKET

This learning packet will help you and your teacher determine the progress you have made throughout the unit study of the Chinese Civilization.

You will be expected to work at your own pace while participating in packet activities, class discussion, and individual activities outlined and/or suggested in this packet.

There will be three parts to this packet. Each is designed to help you determine your strengths and weaknesses and creative talents in evaluating the extent of your understanding and tolerance of the Chinese Civilization. This tolerance of similarities and differences between the cultures of the United States and China will be emphasized through four basic cultural components, each introduced in your unit study: economics, social structures, religion, and political organization.

To develop an understanding and determine your tolerance of cultural relativism in relation to the Chinese Civilization, turn the page and follow instructions.

WHAT SHOULD I DO IN ORDER TO LEARN THIS INFORMATION?

Because students learn at different speeds, and learn in many different ways, you will be allowed to learn as fast or as slow as you wish. You will need to follow the instructions listed on each page. Do not skip ahead in the packet unless you are instructed to do so. Do not skip packets unless you are instructed to do so.

You will first need to have a pencil or a pen. Your teacher should have a resource center for you, equipped with crayons, scissors, paints, construction paper, magazines, and other supplies. Make sure you know where this resource center is located in your classroom.

In order to learn this information, you will need to follow instructions carefully, and be able to understand the concepts introduced. What are the concepts?

TURN TO THE NEXT PAGE AND READ: WHAT WILL I LEARN IN THIS PACKET?

PART ONE

The reason you need to have three parts was explained earlier in this packet; however, as a reminder, you will need to complete this section before turning ahead in the packet.

This section will pre-test your knowledge of the similarities and differences existing between the cultures of the Peoples' Republic of China and the United States.

Instructions For Completing Part One: You will be directed to draw pictures, write explanations of your opinions, and complete other tasks.

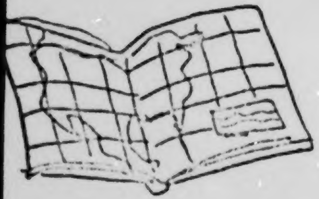
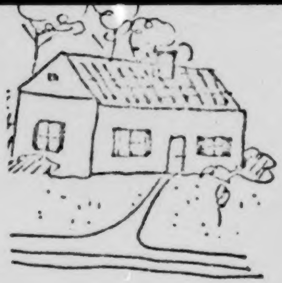
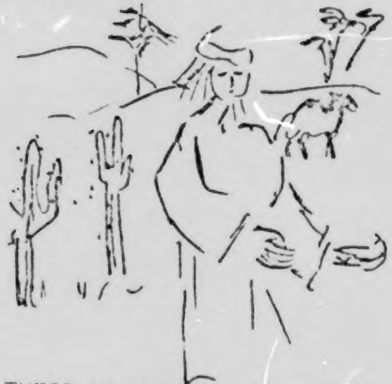
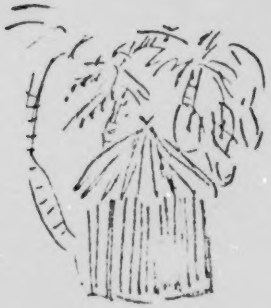
TURN THE PAGE AND FOLLOW THE DIRECTIONS VERY CAREFULLY.

THIS IS A PICTURE OF YOUR WORLD, DRAWN BELOW. WHAT DO YOU SEE IN THE PICTURE?

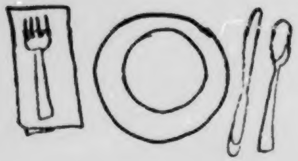
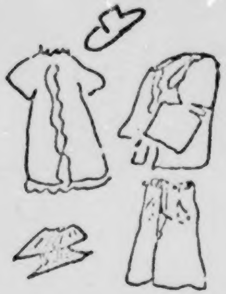
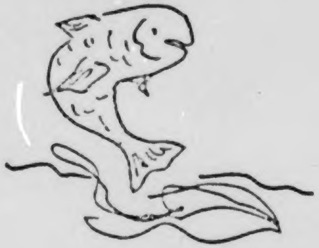
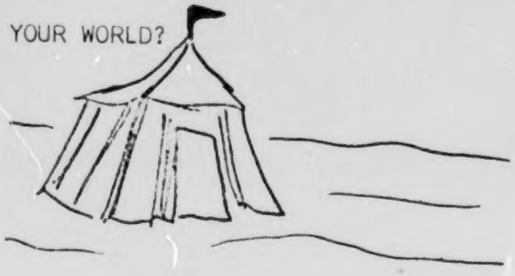
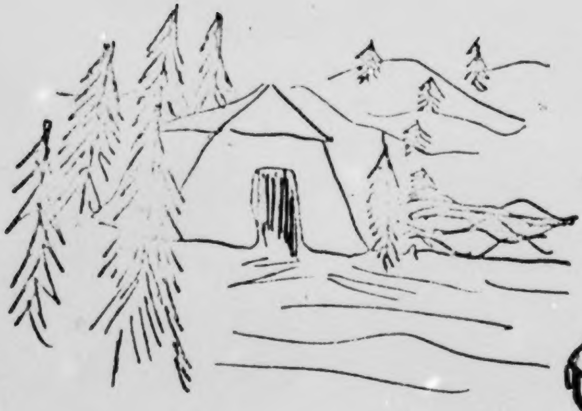
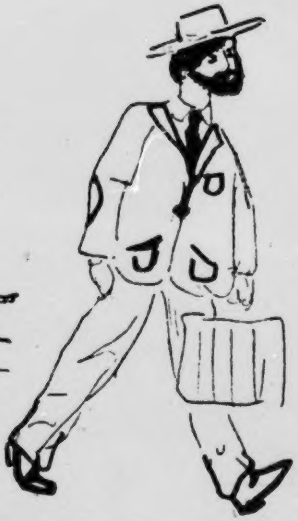
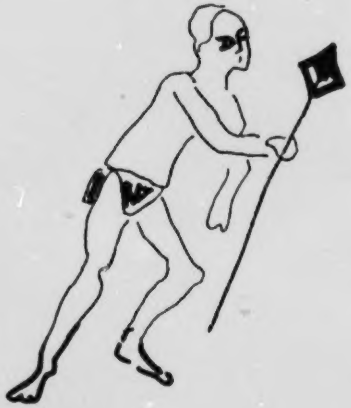
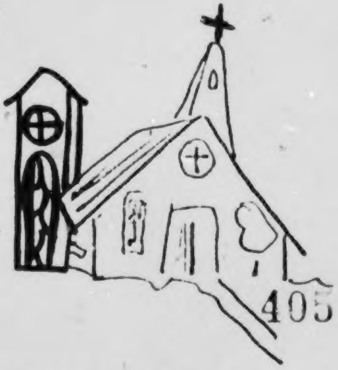
DRAW THE OBJECTS YOU MAY FIND IN YOUR WORLD.

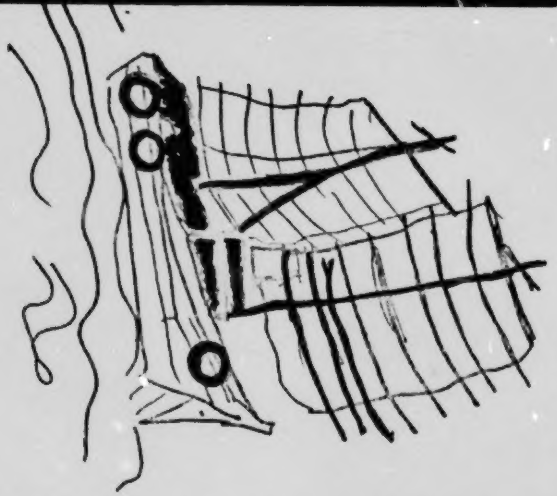
DESCRIBE WHAT CULTURE THEY BELONG TO--THE CHINESE OR UNITED STATES CULTURES, NEITHER, OR BOTH.

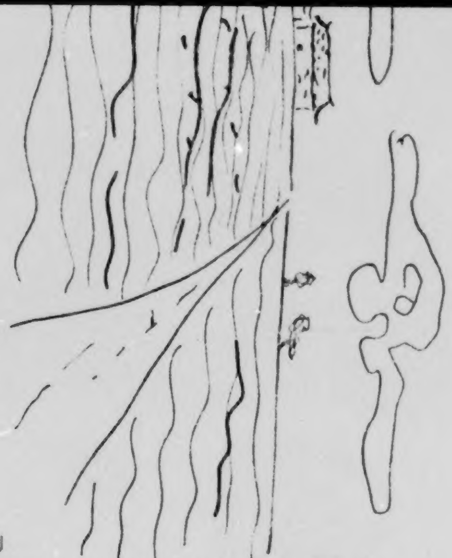
WHAT DO YOU KNOW ABOUT THE WORLD?

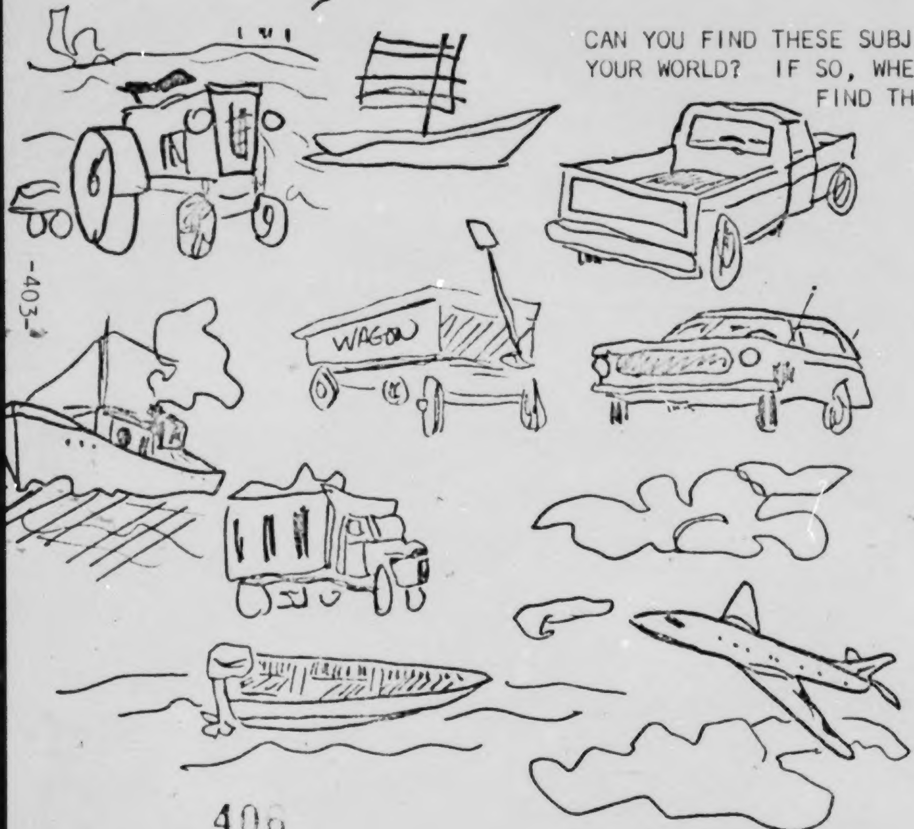
DO YOU FIND SUBJECTS SUCH AS THESE DRAWINGS INDICATE, IN YOUR WORLD?
LABEL THE SUBJECTS YOU WOULD FIND.

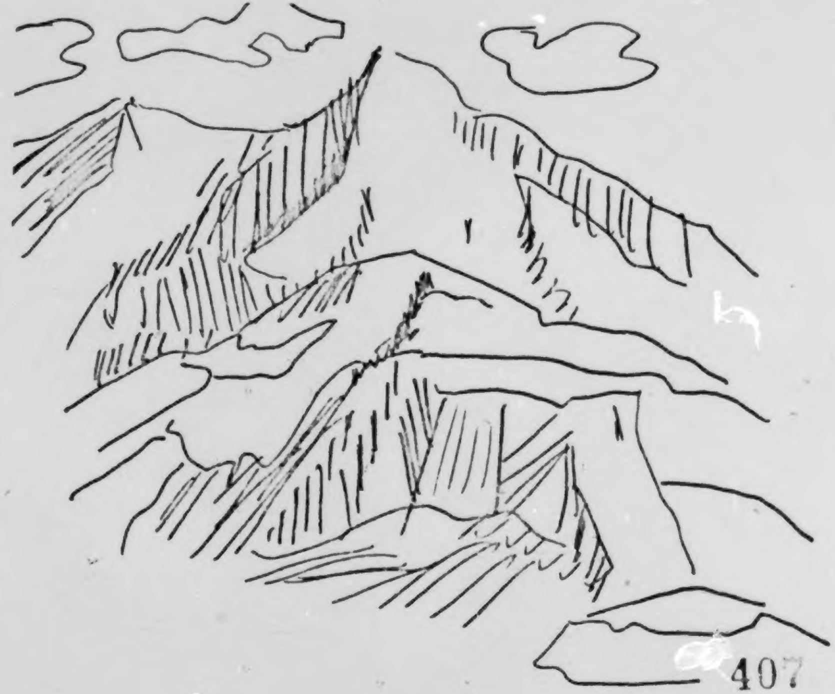









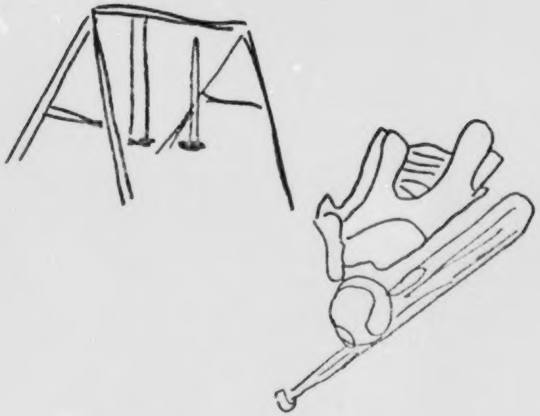


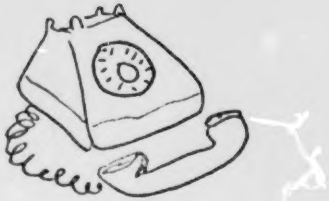


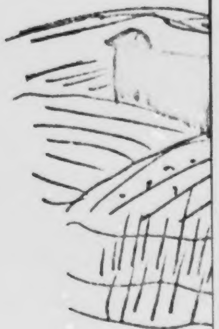
CAN YOU FIND THESE SUBJECTS IN
YOUR WORLD? IF SO, WHERE DO YOU
FIND THEM--IN WATER, ON LAND, IN THE SKY?



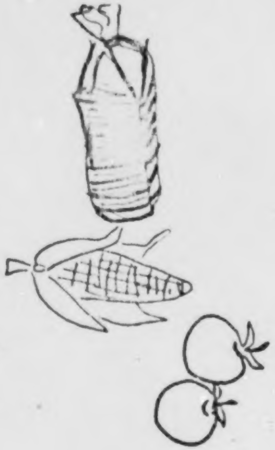


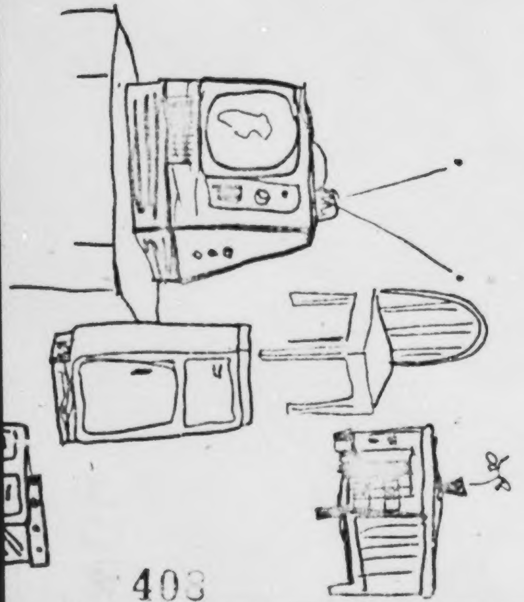


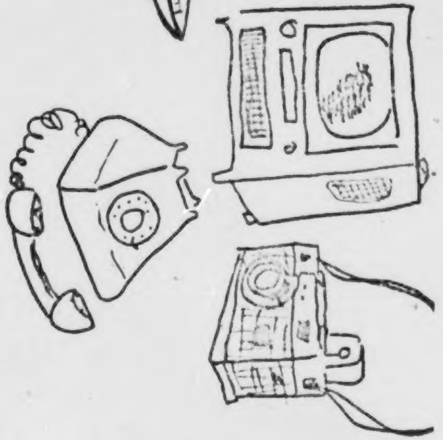




WHICH OF THESE SUBJECTS WOULD YOU BE ABLE TO FIND IN YOUR WORLD? WHICH OF THESE SUBJECTS WOULD YOU BE ABLE TO FIND IN YOUR HOME?







This is a picture of an ATLAS. Do you know what an ATLAS helps you learn? An ATLAS is a book containing many maps of different countries, states, cities, and communities.

Use the ATLAS in your resource center. Locate the country of THE UNITED STATES OF AMERICA. Describe what you see on this map.

Locate the country of THE PEOPLE'S REPUBLIC OF CHINA. Describe what you see on this map.

Can you use the ATLAS for other means of researching the areas of the world? If so, how?

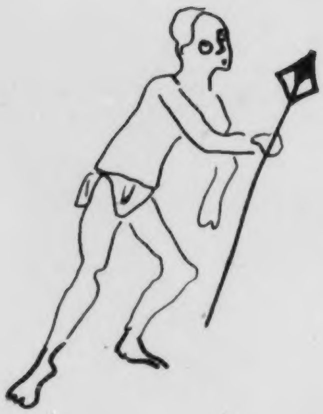
THIS IS A PICTURE OF A MAN, DRAWN BELOW. WHAT DO YOU SEE IN THE PICTURE?

DOES THIS MAN BELONG TO THE CHINESE CULTURE? WHY OR WHY NOT?

DOES THIS MAN BELONG TO THE UNITED STATES CULTURE? WHY OR WHY NOT?

WHAT DO YOU KNOW ABOUT MAN?

WHAT DO YOU KNOW ABOUT MAN'S BASIC NEEDS?

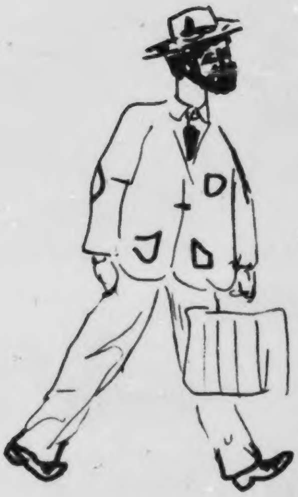


THIS IS A PICTURE OF A MAN, DRAWN BELOW. WHAT DO YOU SEE IN THE PICTURE?

DOES THIS MAN BELONG TO THE CHINESE CULTURE? WHY OR WHY NOT?

DOES THIS MAN BELONG TO THE UNITED STATES CULTURE? WHY OR WHY NOT?

DESCRIBE THE CULTURE OF THIS MAN.

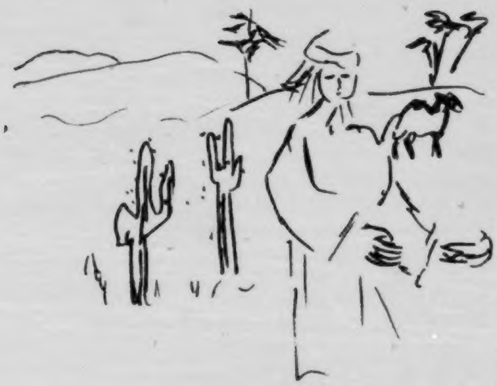


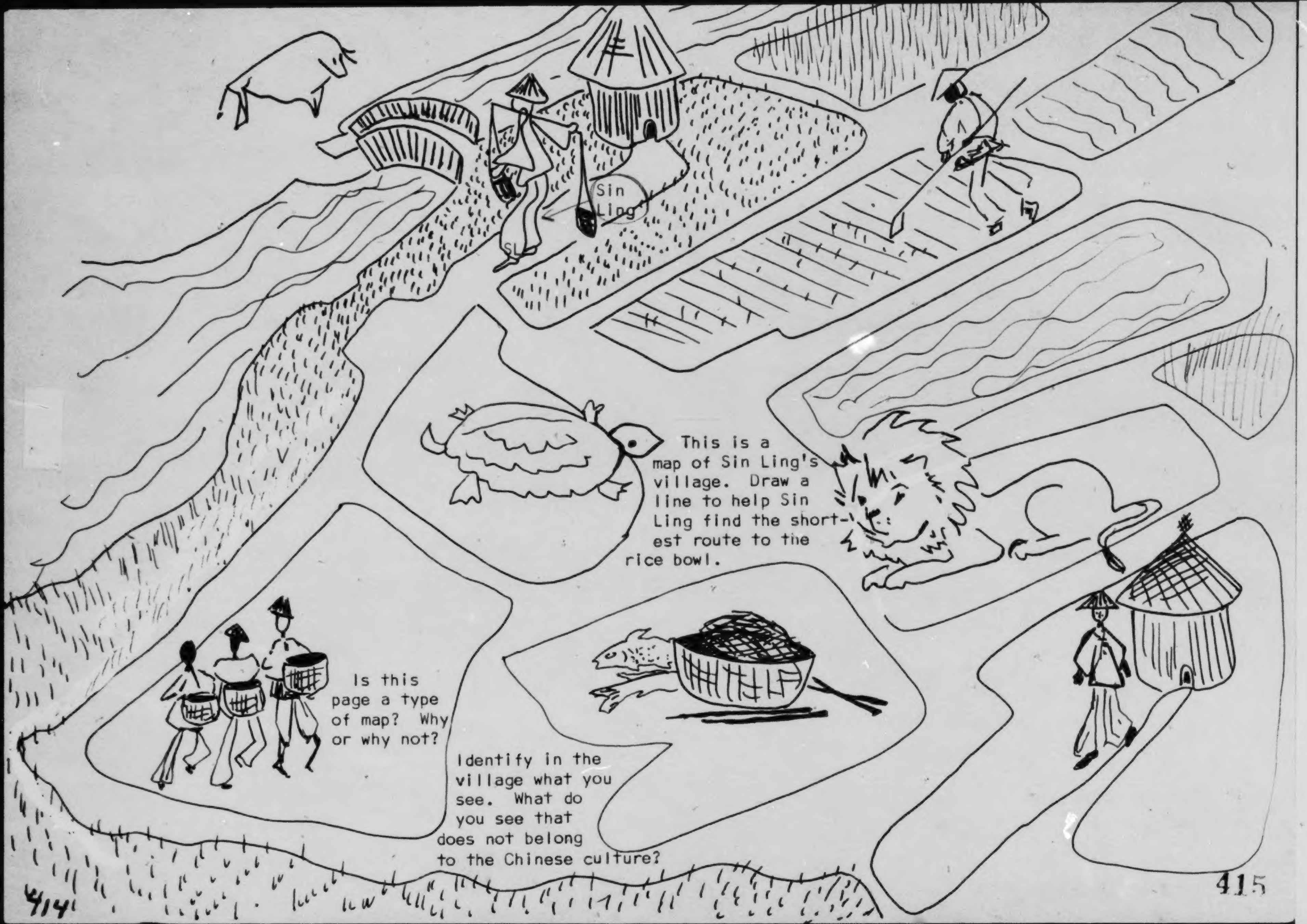
BELOW IS A PICTURE OF A MAN.

DESCRIBE THE LAND IN WHICH THE MAN IS LIVING:

DO YOU THINK THIS MAN BELONGS TO THE CHINESE CULTURE? WHY OR WHY NOT?

DO YOU THINK THIS MAN BELONGS TO THE UNITED STATES CULTURE? WHY OR WHY NOT?

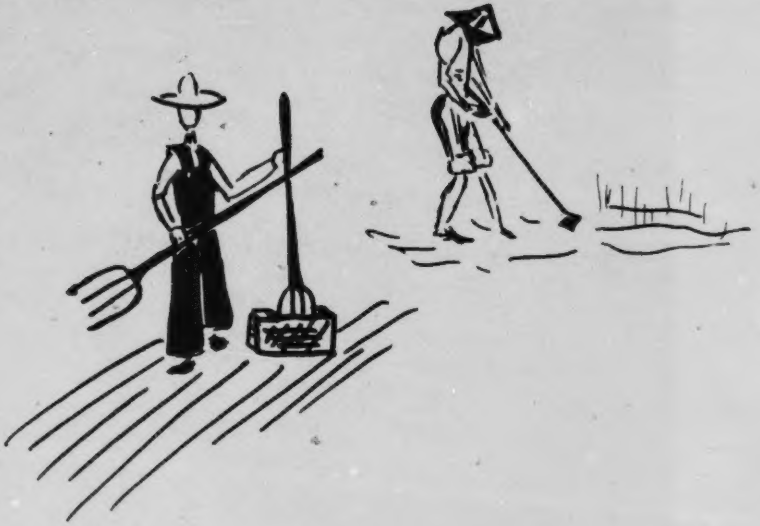




This is a map of Sin Ling's village. Draw a line to help Sin Ling find the shortest route to the rice bowl.

Is this page a type of map? Why or why not?

Identify in the village what you see. What do you see that does not belong to the Chinese culture?



WHICH FARMER MIGHT BELONG TO THE UNITED STATES CULTURE? EXPLAIN.

WHICH FARMER MIGHT BELONG TO THE CHINESE CULTURE? EXPLAIN.

DESCRIBE THE CHARACTERISTICS THAT DETERMINE WHICH FARMER BELONGS TO EACH CULTURE.

ARE THESE FARMERS USING SIMPLE OR COMPLEX TECHNOLOGY? EXPLAIN.

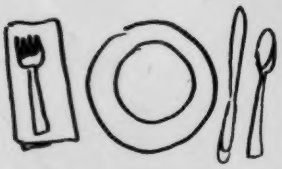
WHAT DO YOU SUPPOSE EACH FARMER IS GROWING?

BELOW IS A PICTURE OF A PLACE SETTING FOR A MEAL.

DO YOU THINK THE PLACE SETTING BELOW RESEMBLES THE TYPICAL PLACE SETTING OF THE PEOPLE IN THE UNITED STATES? WHY OR WHY NOT?

DO YOU THINK THE PLACE SETTING BELOW RESEMBLES THE TYPICAL PLACE SETTING OF THE PEOPLE IN THE PEOPLE'S REPUBLIC OF CHINA? WHY OR WHY NOT?

WHY DO PEOPLE USE PLACE SETTINGS?



BELOW IS A VARIETY OF FOODS.

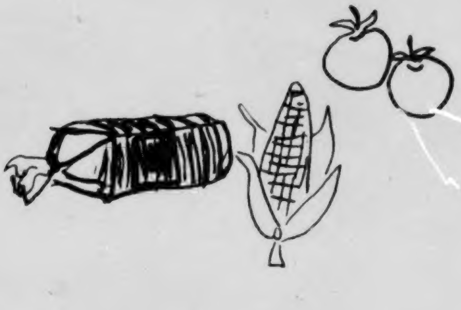
OF WHICH FOODS SHOWN BELOW ARE YOU FAMILIAR WITH?

DO YOU EVER EAT THE FOODS SHOWN BELOW? WHY OR WHY NOT?

WOULD YOU FIND PACKAGED BREAD IN AN AGRICULTURAL AND/OR AN INDUSTRIAL NATION? WHY OR WHY NOT?

WHAT FOODS MIGHT YOU DRAW IF YOU WERE LIVING IN CHINA?

WHAT FOODS MIGHT YOU DRAW IF YOU HAD NEVER LIVED IN ANY OTHER COUNTRY BUT THE U.S.A.?

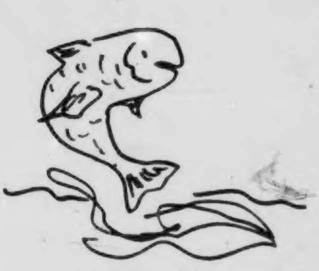


BELOW IS A PICTURE OF A FISH.

DOES THIS FISH BELONG TO THE CHINESE CULTURE? WHY OR WHY NOT?

DOES THIS FISH BELONG TO THE UNITED STATES CULTURE? WHY OR WHY NOT?

OF WHAT USE IS FISH TO A CULTURE?

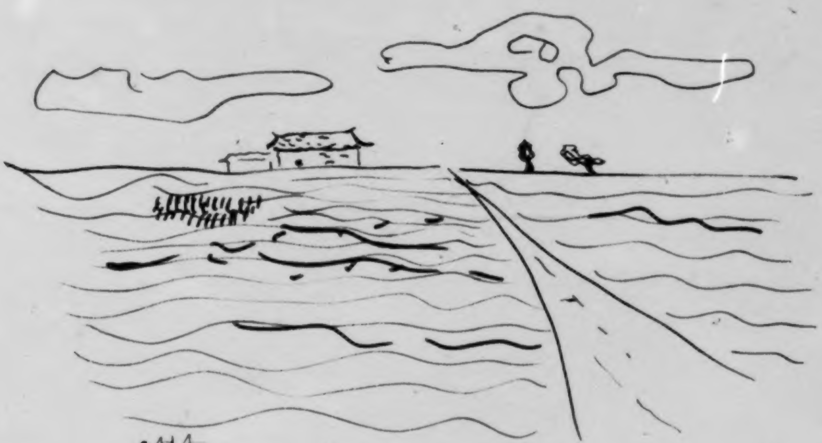


BELOW IS A PICTURE OF A FARMING COMMUNITY AND FIELDS.

WHERE DO YOU THINK THIS SCENE IS LOCATED? (CHINA OR THE U.S.A.). WHY DO YOU THINK THIS?

WHERE DO YOU THINK THIS SCENE IS LOCATED IN THE UNITED STATES? (EAST, WEST, SOUTH, NORTH). WHY DO YOU THINK THIS?

WHERE DO YOU THINK THIS SCENE IS LOCATED IN THE PEOPLE'S REPUBLIC OF CHINA? (SOUTH CHINA, NORTH CHINA, OUTER CHINA). WHY DO YOU THINK THIS?



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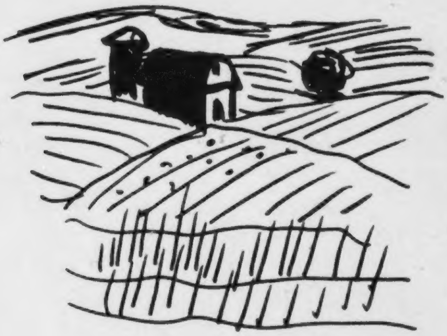
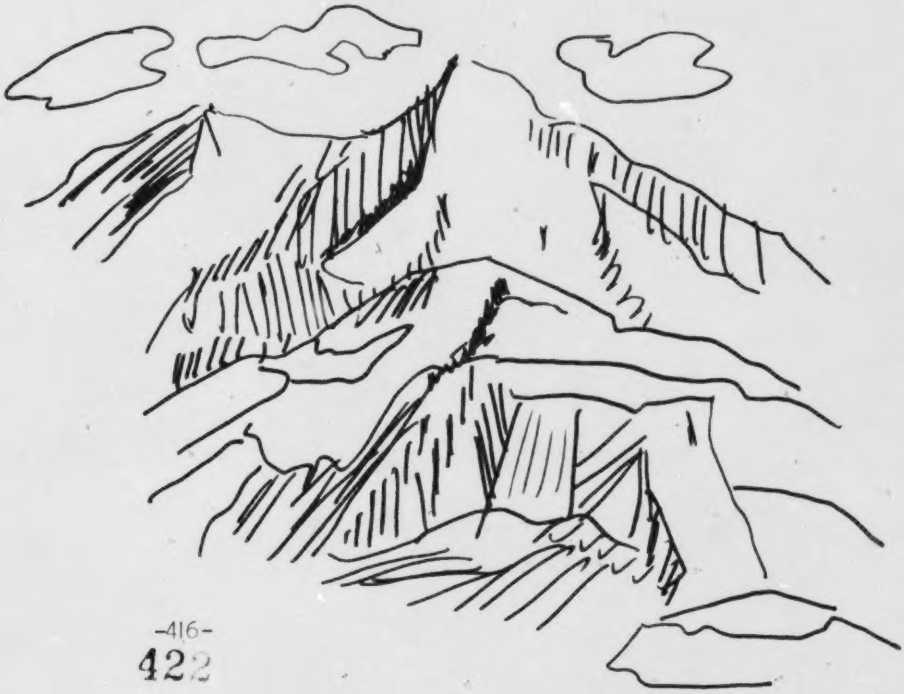
WHERE DO YOU THINK THIS SCENE IS LOCATED IN THE PEOPLE'S REPUBLIC OF CHINA? (SOUTH CHINA, NORTH CHINA, OUTER CHINA). WHY DO YOU THINK THIS?



BELOW IS A PICTURE OF A MOUNTAIN RANGE.

DO YOU THINK THE MOUNTAIN RANGE SHOWN BELOW RESEMBLES THE MOUNTAIN RANGES SEEN IN THE UNITED STATES? WHY OR WHY NOT?

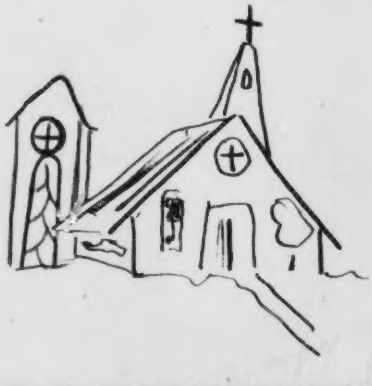
DO YOU THINK THE MOUNTAIN RANGE DRAWN BELOW RESEMBLES THE MOUNTAIN RANGES SEEN IN THE PEOPLE'S REPUBLIC OF CHINA? WHY OR WHY NOT?



THIS IS A PICTURE OF A BUILDING. WHAT KIND OF A BUILDING DO YOU SUPPOSE IT IS? DESCRIBE THE BUILDING.

DOES THIS BUILDING BELONG TO THE CHINESE CULTURE? WHY OR WHY NOT?

DOES THIS BUILDING BELONG TO THE UNITED STATES CULTURE? WHY DO YOU THINK THIS?



BELOW IS A PICTURE OF A TENT.

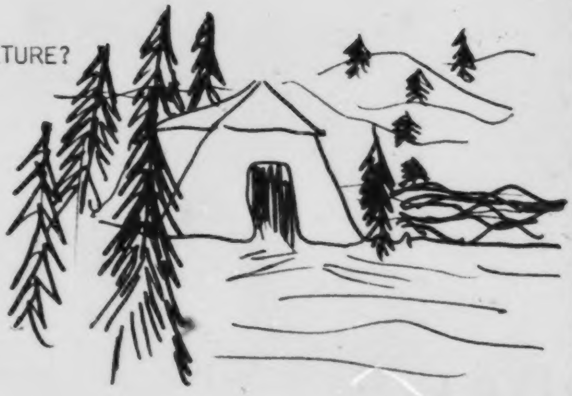
DESCRIBE WHAT YOU SEE IN THE PICTURE.

DOES THIS TENT PROVIDE MAN WITH A BASIC NEED?
IF SO, WHAT NEED DOES A TENT FULFILL?

DOES A TENT PROVIDE MAN WITH SHELTER? WHY DO YOU THINK THIS?

DOES THIS TENT BELONG TO THE CHINESE CULTURE? WHY OR WHY NOT?

DOES THIS TENT BELONG TO THE UNITED STATES CULTURE?
WHY OR WHY NOT?



BELOW IS A PICTURE OF A TENT.

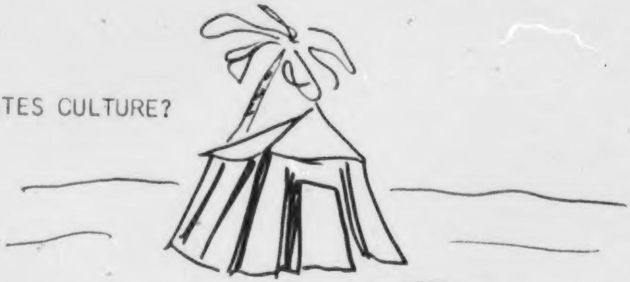
WHAT DO YOU SEE IN THE PICTURE?

DOES THIS TENT PROVIDE SHELTER? WHY OR WHY NOT?

WOULD THE TREES IN THE PICTURE PROVIDE SHELTER? WHY OR WHY NOT?

DOES THIS TENT BELONG TO THE CHINESE CULTURE? WHY OR WHY NOT?

DOES THIS TENT BELONG TO THE UNITED STATES CULTURE?
WHY OR WHY NOT?



BELOW IS A PICTURE OF A SHELTER.

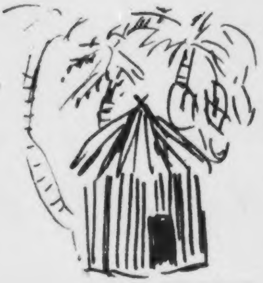
DESCRIBE THE TYPE OF SHELTER DRAWN BELOW.

DO SHELTERS HELP MAN SURVIVE? WHY DO YOU THINK THIS?

DO YOU THINK THIS TYPE OF SHELTER BELONGS TO THE UNITED STATES CULTURE? WHY OR WHY NOT?

DO YOU THINK THIS TYPE OF SHELTER BELONGS TO THE CHINESE CULTURE? WHY OR WHY NOT?

WOULD YOU ENJOY LIVING IN A SHELTER SUCH AS THIS? WHY OR WHY NOT?



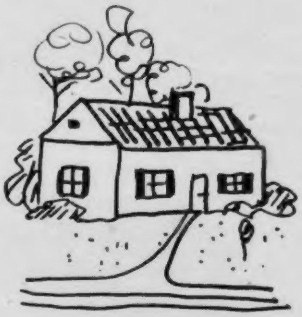
BELOW IS A PICTURE OF A HOUSE.

DESCRIBE THE HOUSE.

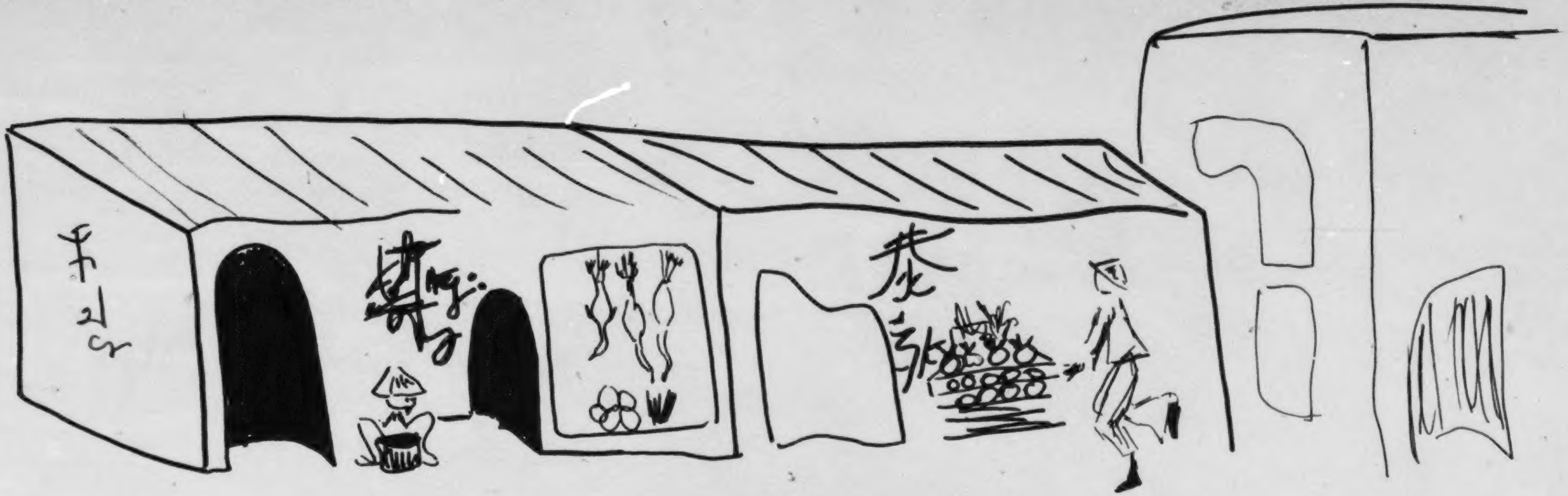
DOES THE HOUSE LOOK LIKE THE TYPE OF HOUSE YOU WOULD LIVE IN? DESCRIBE THE TYPE OF HOUSE YOU WOULD LIVE IN.

DOES THE HOUSE LOOK LIKE THE TYPE OF HOUSE BELONGING IN THE CHINESE CULTURE? WHY OR WHY NOT?

DESCRIBE THE TYPE OF HOUSE YOU WOULD FIND IN THE CHINESE CULTURE.



WHY DOES MAN NEED SHELTER?

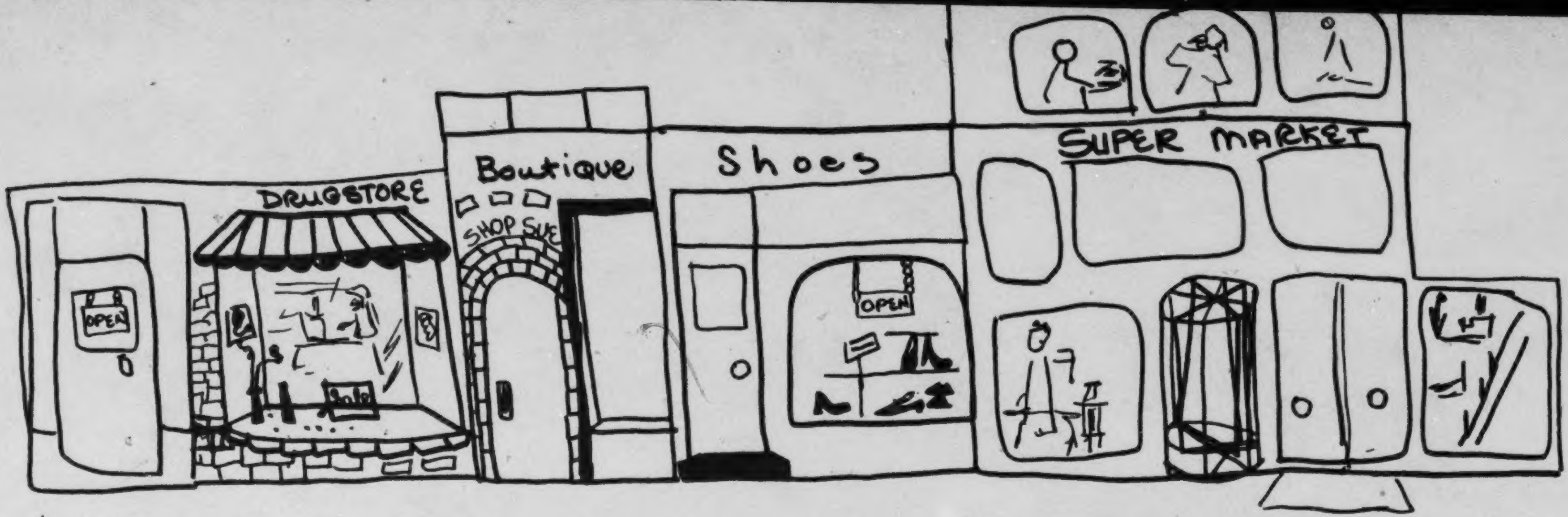


DO YOU THINK THIS IS WHAT SHOPS IN CANTON LOOK LIKE? WHY OR WHY NOT?

WHAT MIGHT THE CHINESE PEOPLE PURCHASE IN THIS MARKET?

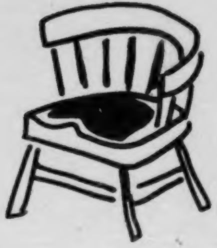
DO YOU THINK SHOPPING IN CANTON IS SIMILAR TO SHOPPING IN THE UNITED STATES? WHY DO YOU THINK THIS?

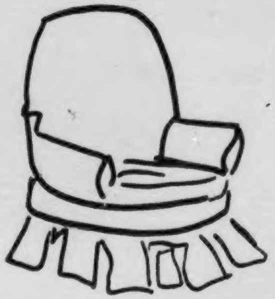
WHAT DO STORE IN YOUR CITY OR TOWN LOOK LIKE?

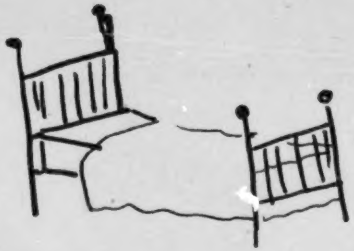

DRUGSTORE
OPEN
Sale
Boutique
SHOP SUE
Shoes
OPEN
SUPER MARKET

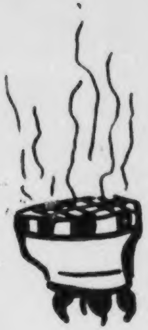
WHAT WOULD YOU BUY IN THESE STORES?

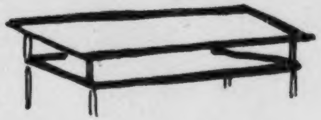
IF YOU WERE A CHINESE CITIZEN, COMING TO THE UNITED STATES ON VACATION, WHAT WOULD YOU BUY IN THESE STORES? EXPLAIN YOUR ANSWER.

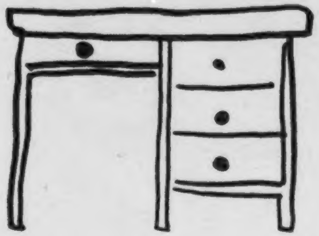


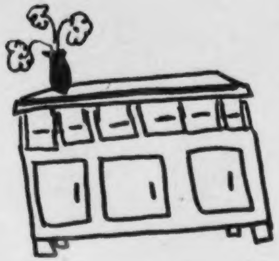


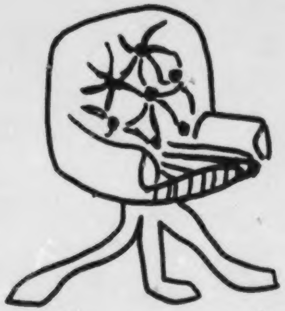


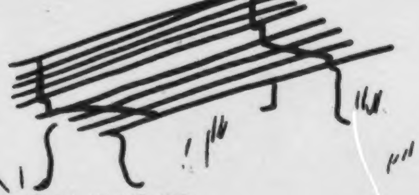












CIRCLE THE OBJECTS THAT BELONG TO THE CHINESE CULTURE.

DRAW SQUARES AROUND THE OBJECTS THAT BELONG TO THE UNITED STATES CULTURE.

WHY DO PEOPLE USE FURNITURE?

BELOW ARE SOME DRAWINGS OF FURNITURE PIECES.

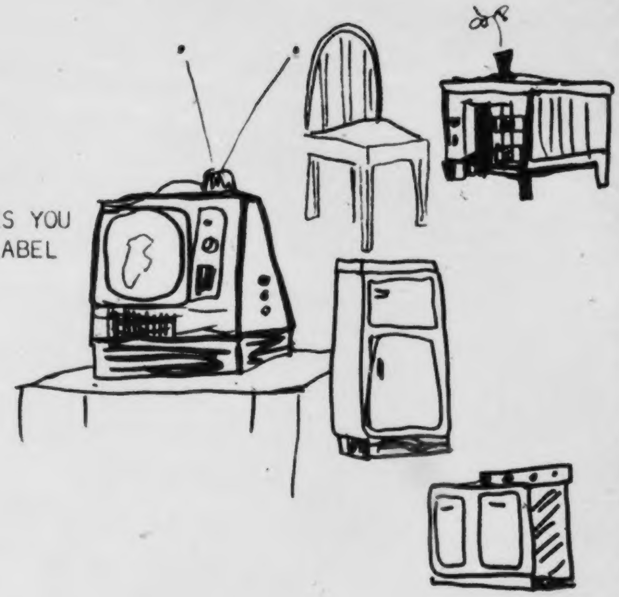
CAN YOU FIND ANY OF THESE FURNITURE PIECES IN YOUR HOME?

CAN YOU FIND ANY OF THESE FURNITURE PIECES IN OTHER HOMES IN YOUR NEIGHBORHOOD? WHY OR WHY NOT?

COULD YOU FIND ANY OF THESE FURNITURE PIECES IN THE HOMES OF THE CHINESE PEOPLE IN THE PEOPLE'S REPUBLIC OF CHINA? WHY OR WHY NOT?

IS FURNITURE NECESSARY FOR SURVIVAL? WHY OR WHY NOT?

CAN YOU NAME THE FURNITURE PIECES YOU SEE IN THESE DRAWINGS? IF SO, LABEL THEM.



THE PICTURES BELOW ARE ILLUSTRATIONS OF CLOTHING.

DESCRIBE THE TYPES OF CLOTHING YOU CAN SEE:

WHAT TYPES OF CLOTHING DO YOU NEED WHEN YOU LIVE IN A VERY HOT CLIMATE?

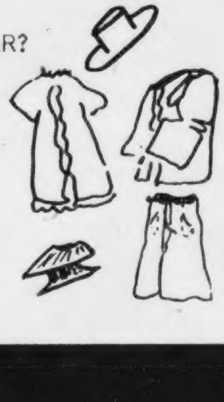
WHAT TYPES OF CLOTHING DO YOU NEED WHEN YOU LIVE IN A VERY COLD CLIMATE?

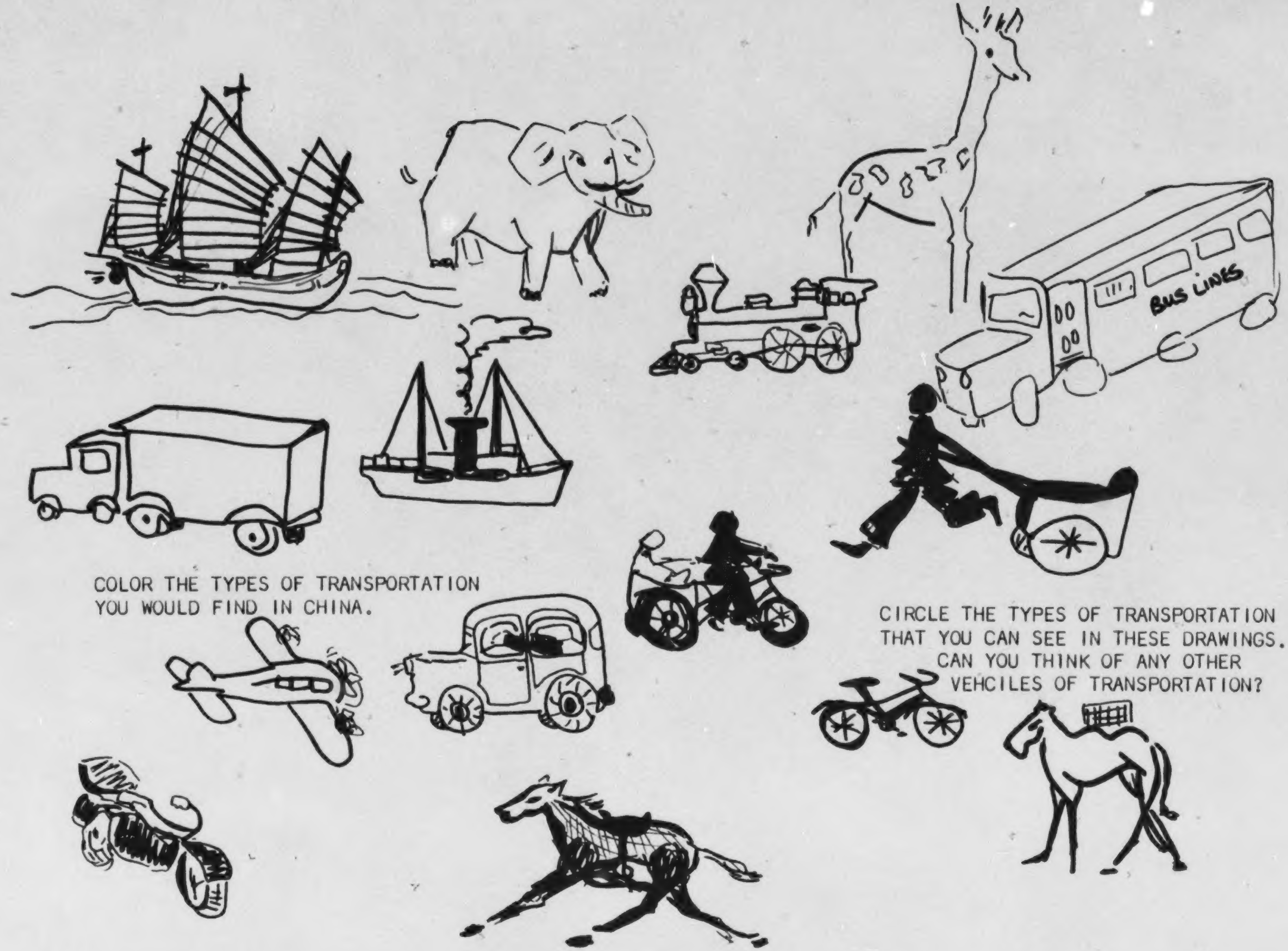
WHAT TYPES OF CLOTHING DO YOU NEED WHEN YOU LIVE IN A COMBINATION OF CLIMATES--SEASONAL CHANGE OCCURS FOUR TIMES A YEAR?

WHAT TYPES OF CLOTHING DO YOU WEAR?

WHAT TYPES OF CLOTHING DO THE CHINESE PEOPLE WEAR?

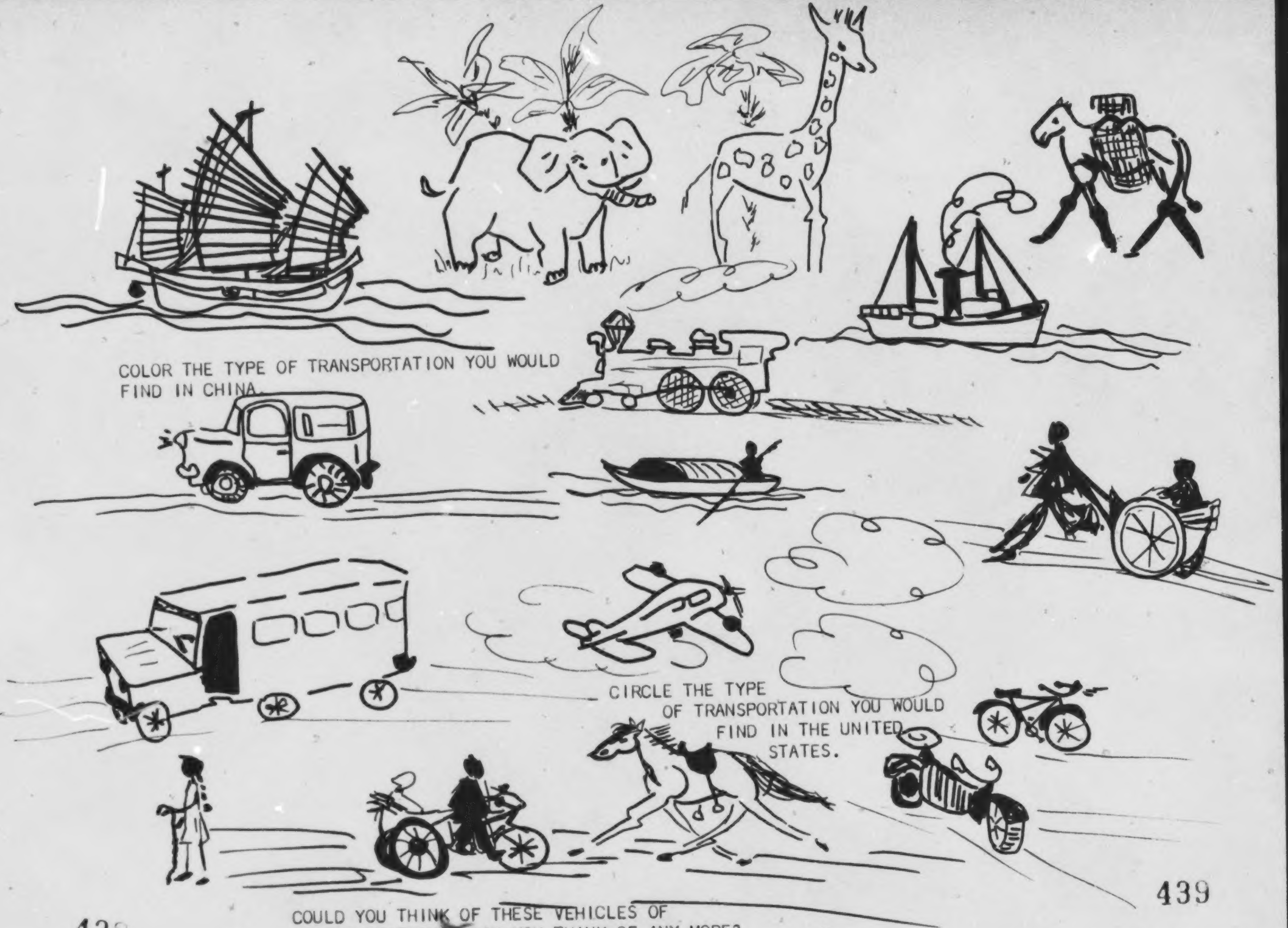
WHAT TYPES OF CLOTHING DO THE PEOPLE OF THE UNITED STATES WEAR?





COLOR THE TYPES OF TRANSPORTATION
YOU WOULD FIND IN CHINA.

CIRCLE THE TYPES OF TRANSPORTATION
THAT YOU CAN SEE IN THESE DRAWINGS.
CAN YOU THINK OF ANY OTHER
VEHCILES OF TRANSPORTATION?



COLOR THE TYPE OF TRANSPORTATION YOU WOULD FIND IN CHINA.

CIRCLE THE TYPE OF TRANSPORTATION YOU WOULD FIND IN THE UNITED STATES.

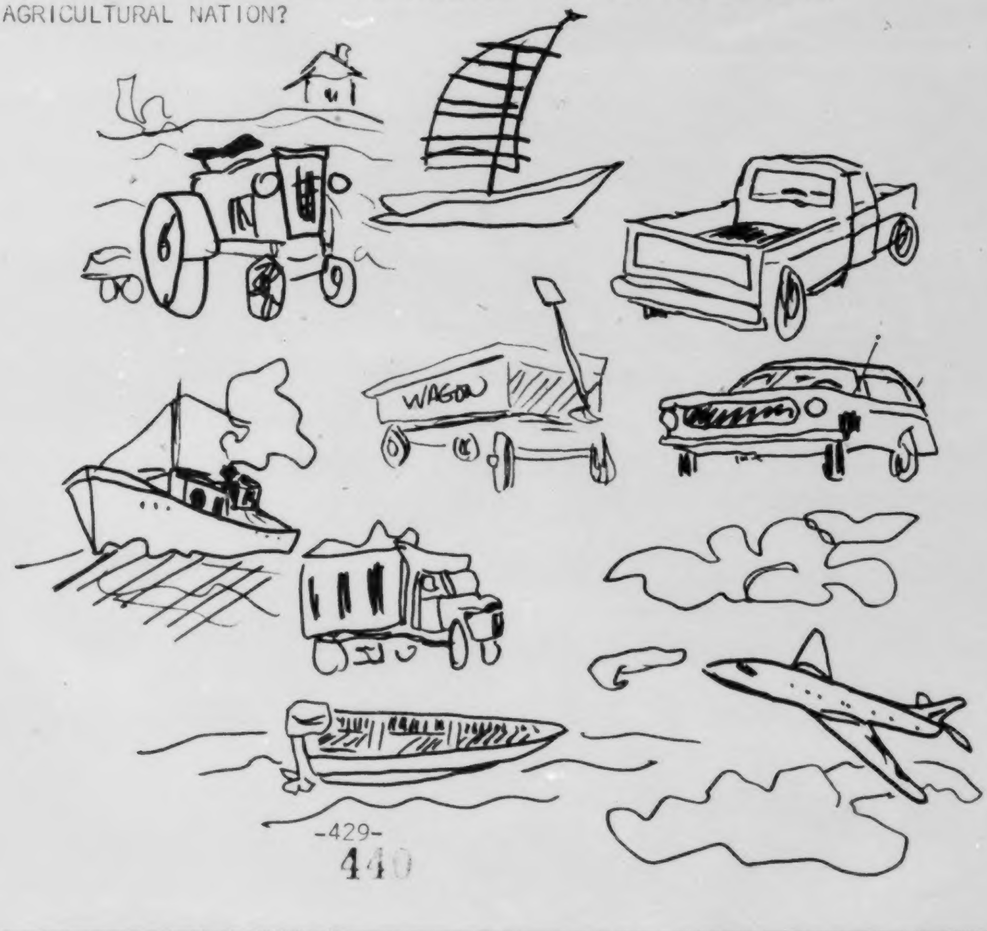
COULD YOU THINK OF THESE VEHICLES OF TRANSPORTATION? CAN YOU THINK OF ANY MORE?

BELOW ARE DRAWINGS OF TRANSPORTATION VEHICLES.

WHICH VEHICLES MIGHT YOU SEE IN THE UNITED STATES OF AMERICA?

WHICH VEHICLES MIGHT YOU SEE IN THE PEOPLE'S REPUBLIC OF CHINA?

WHICH VEHICLES ARE PROBABLY THE MOST USEFUL TO AN INDUSTRIAL NATION? WHICH VEHICLES ARE PROBABLY THE MOST USEFUL TO AN AGRICULTURAL NATION?



BELOW IS A DRAWING OF A JUNK.

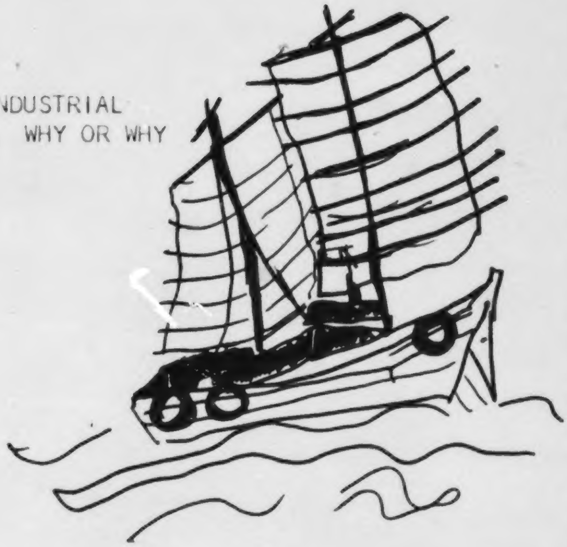
WHERE MIGHT THIS JUNK HAVE BEEN BUILT?

FOR WHAT REASONS IS A JUNK USEFUL?

HAVE YOU EVER SEEN A JUNK IN THE UNITED STATES?

WHAT DO YOU THINK IT WOULD BE LIKE TO LIVE ON A JUNK FOR YOUR ENTIRE LIFE?

WOULD A JUNK BE MORE USEFUL TO AN INDUSTRIAL NATION THAN AN AGRICULTURAL NATION? WHY OR WHY NOT?

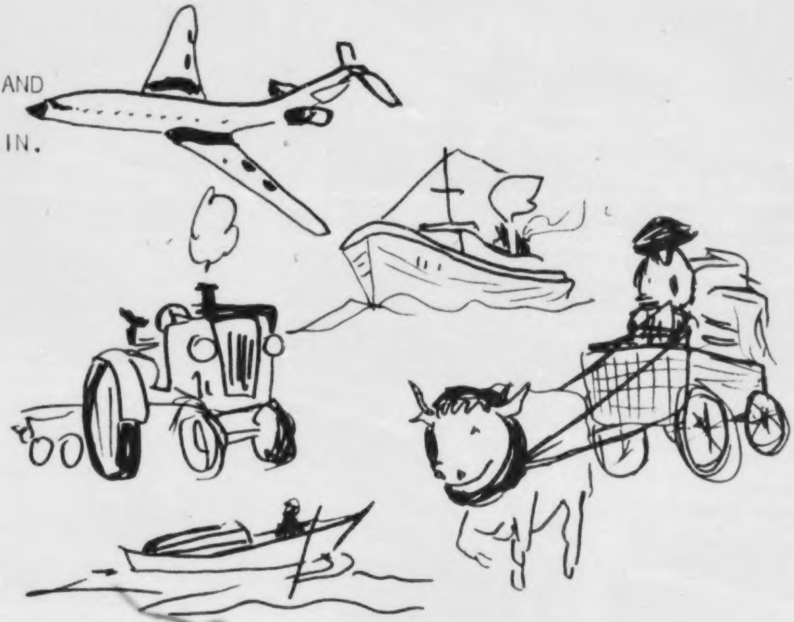


BELOW ARE ILLUSTRATIONS OF TRANSPORTATION AND TECHNOLOGY TYPES.

DESCRIBE THE TYPES OF TRANSPORTATION AND TECHNOLOGY YOU SEE.

WHAT TYPES OF TRANSPORTATION ARE CHARACTERISTIC OF THE CHINESE CULTURE? EXPLAIN YOUR ANSWER.

WHAT TYPES OF TECHNOLOGY ARE CHARACTERISTIC OF THE CHINESE CULTURE? EXPLAIN.



WHAT TYPES OF TRANSPORTATION AND TECHNOLOGY BELONG TO THE UNITED STATES CULTURE? EXPLAIN.

DO YOU KNOW THE DIFFERENCE BETWEEN SIMPLE AND COMPLEX TECHNOLOGY? IF SO, EXPLAIN.

BELOW IS A DRAWING OF A TELEPHONE.

WHERE WAS THE TELEPHONE INVENTED?

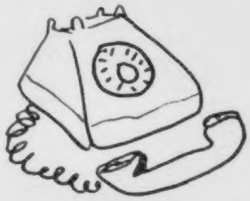
HOW DID THE CHINESE PASS MESSAGES OVER GREAT DISTANCES DURING THE DYNASTIC PERIODS OF THE CHINESE PAST?

HOW DID THE AMERICANS (United States) PASS MESSAGES PRIOR TO THE INVENTION OF THE TELEPHONE?

WHY DO PEOPLE USE THE TELEPHONE?

DO YOU USE THE TELEPHONE? IF SO, WHY?

WHERE MIGHT A TELEPHONE BE MOST USEFUL--IN AN AGRICULTURAL NATION OR IN AN INDUSTRIAL NATION? EXPLAIN YOUR ANSWER.



BELOW ARE DRAWINGS OF SPORT EQUIPMENT.

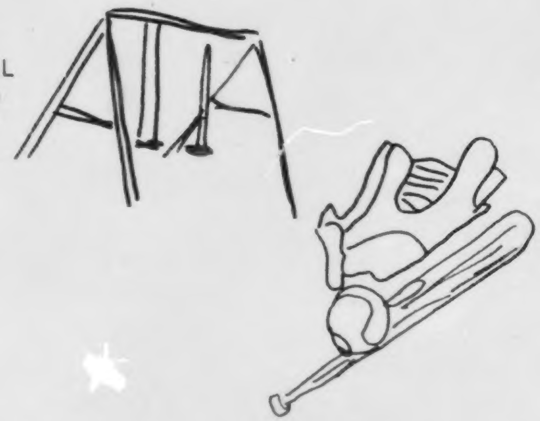
WHAT DO YOU CALL THE SPORT EQUIPMENT SHOWN?

DO YOU EVER USE THE EQUIPMENT SHOWN BELOW? WHY OR WHY NOT?

COULD YOU USE THE EQUIPMENT SHOWN BELOW TO SATISFY ONE OF YOUR BASIC HUMAN NEEDS? WHY OR WHY NOT?

IF YOU LIVED IN AN AGRICULTURAL COMMUNITY, WOULD YOU NEED TO USE THE EQUIPMENT SHOWN BELOW? WHY OR WHY NOT?

IF YOU LIVED IN AN INDUSTRIAL COMMUNITY, WOULD YOU NEED TO USE THIS EQUIPMENT? WHY OR WHY NOT?



CAN YOU NAME THE OBJECTS DRAWN BELOW? IF SO, LABEL THEM.

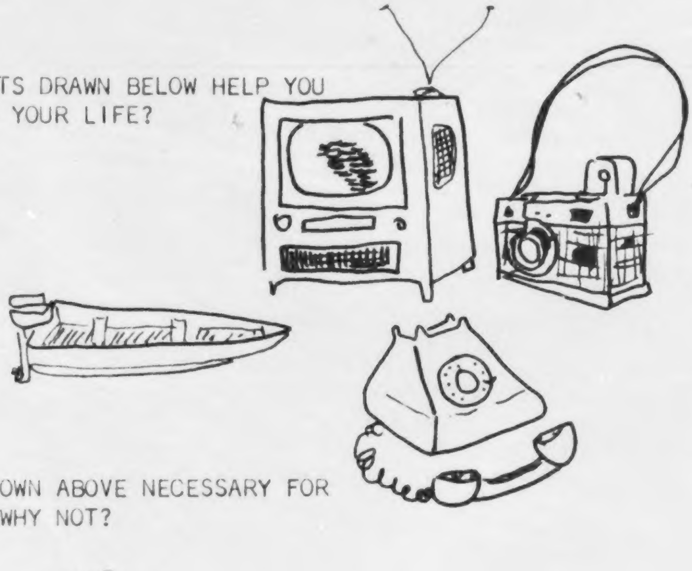
WHICH OF THE OBJECTS DRAWN BELOW HELPS YOU SATISFY ONE OF YOUR BASIC HUMAN NEEDS? CAN YOU FIND ONE? IF YOU CAN NOT, WHICH OBJECTS WOULD BE ABLE TO HELP YOU SATISFY ONE OF YOUR BASIC HUMAN NEEDS?

WHICH OF THE OBJECTS DRAWN BELOW HELPS YOU COMMUNICATE WITH OTHER PEOPLE? DOES THIS COMMUNICATION HELP YOU TO SURVIVE? WHY OR WHY NOT?

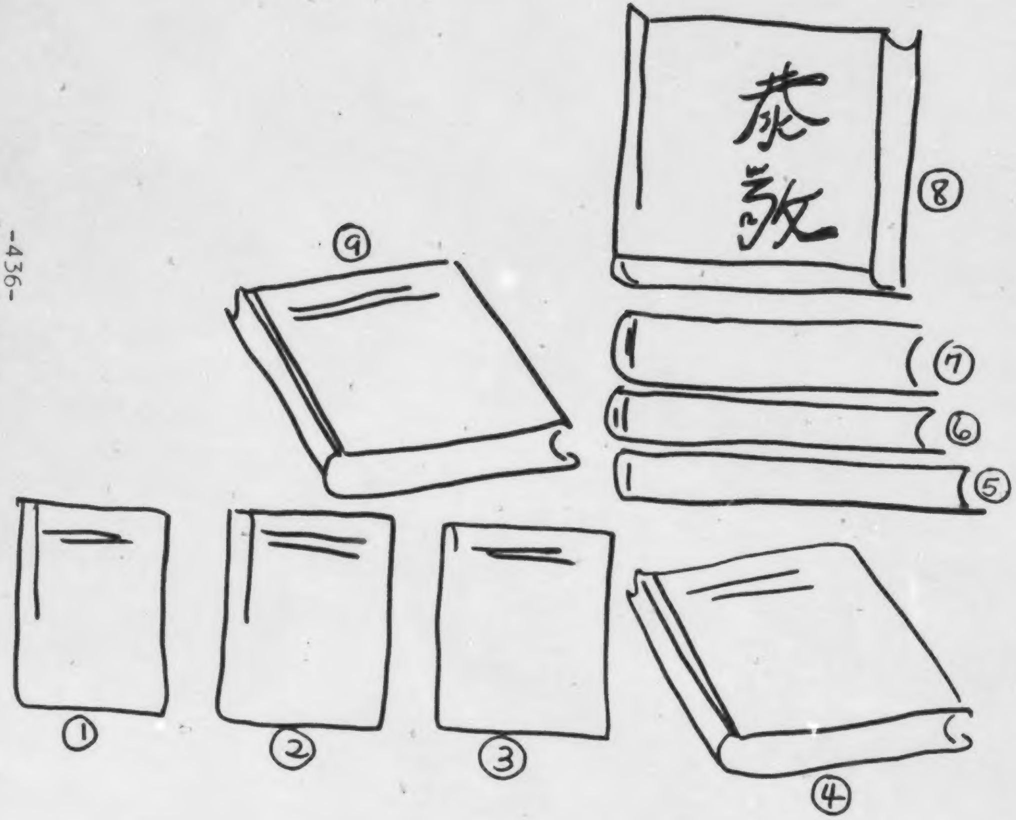
WHICH OF THE OBJECTS DRAWN BELOW HELPS YOU TO TRAVEL? DOES THIS TRAVEL INDICATE SURVIVAL? DOES THIS TRAVEL INDICATE RECREATION? WHY DO YOU THINK THIS?

WHICH OF THE OBJECTS DRAWN BELOW HELPS YOU SHARE YOUR LIFE WITH OTHER PEOPLE?

WHICH OF THE OBJECTS DRAWN BELOW HELP YOU REMEMBER STAGES IN YOUR LIFE?



ARE THE OBJECTS SHOWN ABOVE NECESSARY FOR SURVIVAL? WHY OR WHY NOT?

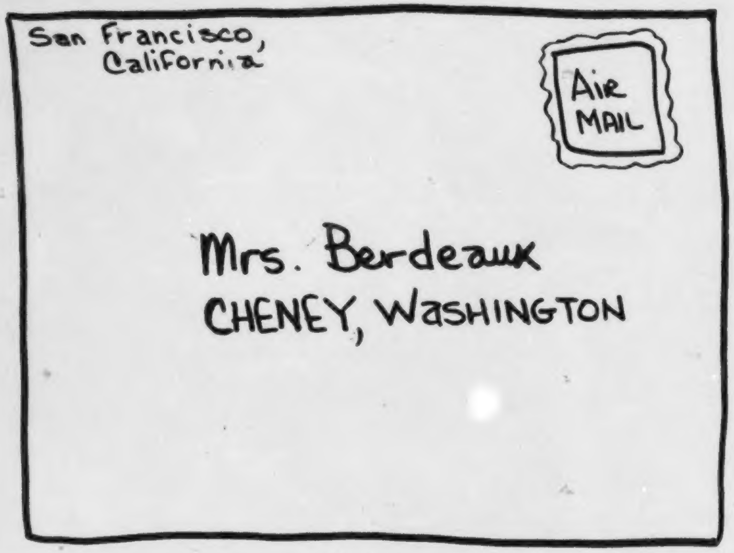


WHICH MIGHT BE TITLES OF BOOKS IN THE UNITED STATES? (select one of the following titles): The Last Run
or

WHICH BOOKS MIGHT BE READ BY THE CHINESE PEOPLE? HOW CAN YOU JUDGE THIS?

HOW MIGHT YOU INDICATE THAT BOOK NUMBER 9 IS READ BY THE PEOPLE OF THE UNITED STATES?

DO YOU THINK THE CHINESE READ BOOKS? WHY DO YOU THINK THIS?


San Francisco,
California
Air
MAIL
Mrs. Berdeaux
CHENEY, Washington

#1

#2

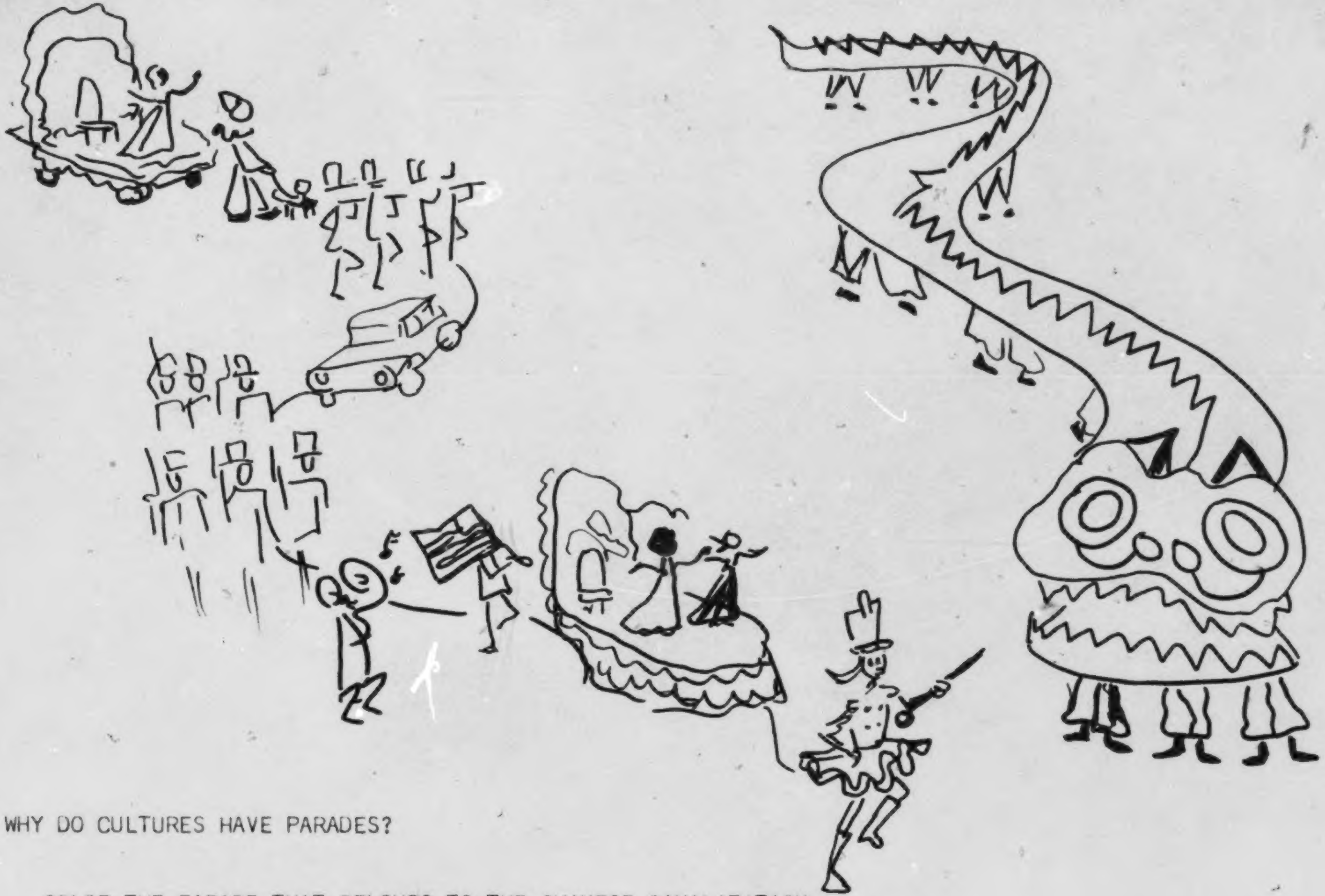
WHAT DO YOU SEE IN THE PICTURES DRAWN ABOVE? WHICH OF THE ABOVE PICTURES RESEMBLES A LETTER AND ENVELOPE? WHAT COUNTRY DO YOU SUPPOSE THIS ENVELOPE WAS WRITTEN IN?

WHAT CAN YOU ADD TO ENVELOPE #2 TO MAKE IT RESEMBLE AN ENVELOPE WRITTEN AND ADDRESSED IN THE PEOPLE"S REPUBLIC OF CHINA?

WHAT ARE ENVELOPES AND LETTERS USED FOR?

DO YOU EVER USE LETTERS AND ENVELOPES? IF SO, WHY?

DO YOU THINK THE CHINESE EVER USE LETTERS AND ENVELOPES? IF SO, WHY?



WHY DO CULTURES HAVE PARADES?

COLOR THE PARADE THAT BELONGS TO THE CHINESE CIVILIZATION.

CIRCLE THE PARADE THAT BELONGS TO THE UNITED STATES CULTURE.

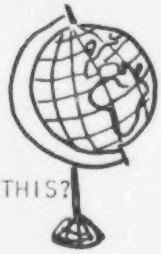
BELOW IS A PICTURE OF A GLOBE.

WHY DO WE USE GLOBES?

CAN YOU USE A GLOBE TO FIND WHERE PEOPLE LIVE?

WHY DO YOU NEED TO FIND WHERE PEOPLE LIVE?

WHEN YOU FIND WHERE PEOPLE LIVE, DO YOU ALSO NEED TO LEARN HOW THEY LIVE? WHY DO YOU THINK THIS?



FINISHED? TAKE THIS PRE-TEST TO YOUR TEACHER.

STOP! DO NOT GO ANY FURTHER IN THIS PACKET UNTIL
YOUR TEACHER INSTRUCTS YOU TO DO SO.

If your teacher checks item number one, you do not need to complete the remainder of this packet. If your teacher checks item number two, continue to work with this packet, and turn the page.

Item one: Go on to the next packet. ________

Item two: You are ready to start working in this packet.________

TURN THE PAGE AND BEGIN.

PART TWO

The reason you need to have three parts was explained earlier in this packet; however, as a reminder, you will need to complete this section before working ahead in this packet.

This section will introduce key ideas. Your knowledge of similarities and differences existing between the cultures of the Peoples' Republic of China and the United States will help you in completing this section.

Instructions For Completing Part Two: You will be directed to draw pictures, write explanations of your opinions, and complete other specified tasks.

TURN THE PAGE AND FOLLOW THE DIRECTIONS VERY CAREFULLY.

EXAMPLE:

There are three major sections to this learning packet. The first section deals with pictures. You are to look at the first frame. Look for characteristics within the picture. You may wish to circle the objects you find in the picture.

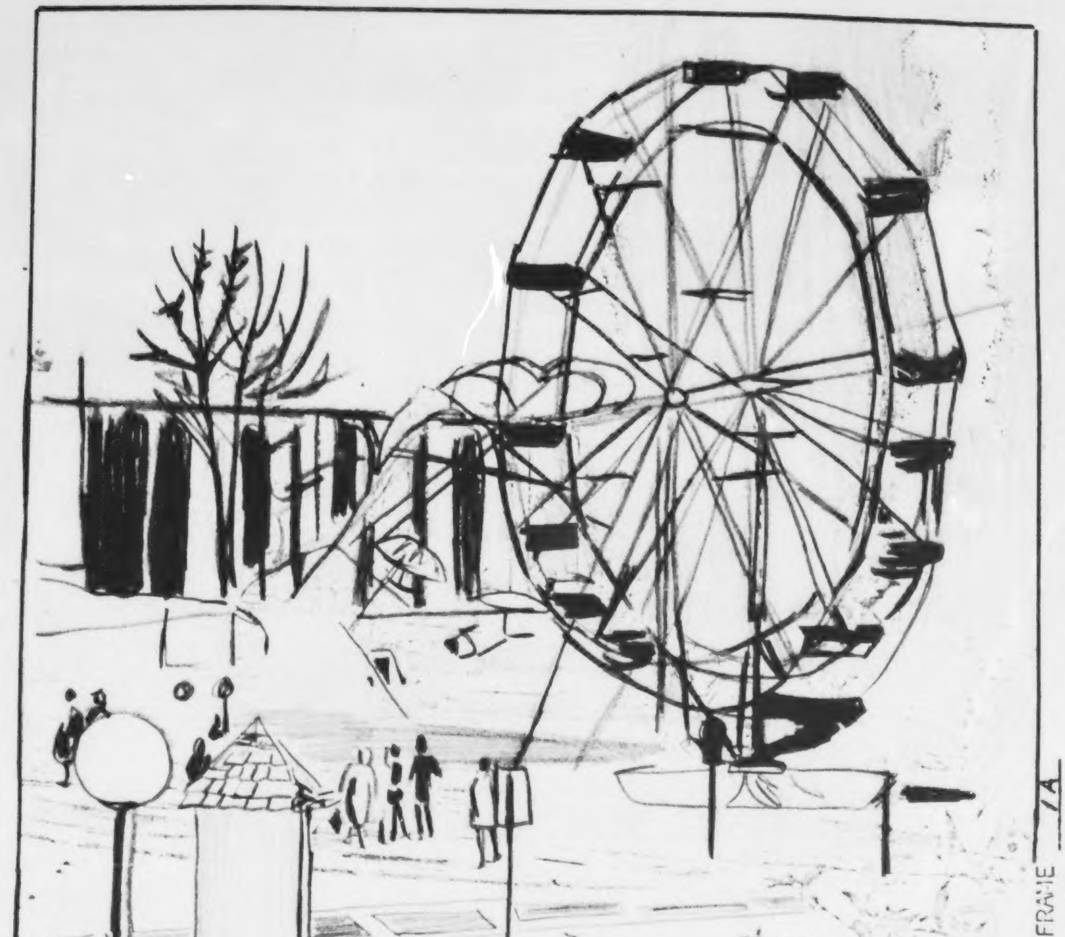
Next, look very closely at the frame. Describe what you see in the frame. Write your description in the space that is provided on the following pages.

Look again at the frame. Look very closely at those characteristics in the scene which distinguish cultures. You may look at the example provided on the following pages. The example will help you learn how to list those characteristics in the scene that will relate to one or more of the following categories; list your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

Draw something in the frame that will make the scene
(1) completely characteristic of the Chinese Culture;
(2) completely characteristic of the United States Culture;
(3) a combination of the Chinese and United States Cultures;
(4) characteristic of neither the Chinese Culture or the United States Culture.
Draw these additions on the frames provided after the listing columns.

Later, you may wish to write a story, a poem, or a song based upon the objects you see in the frame.

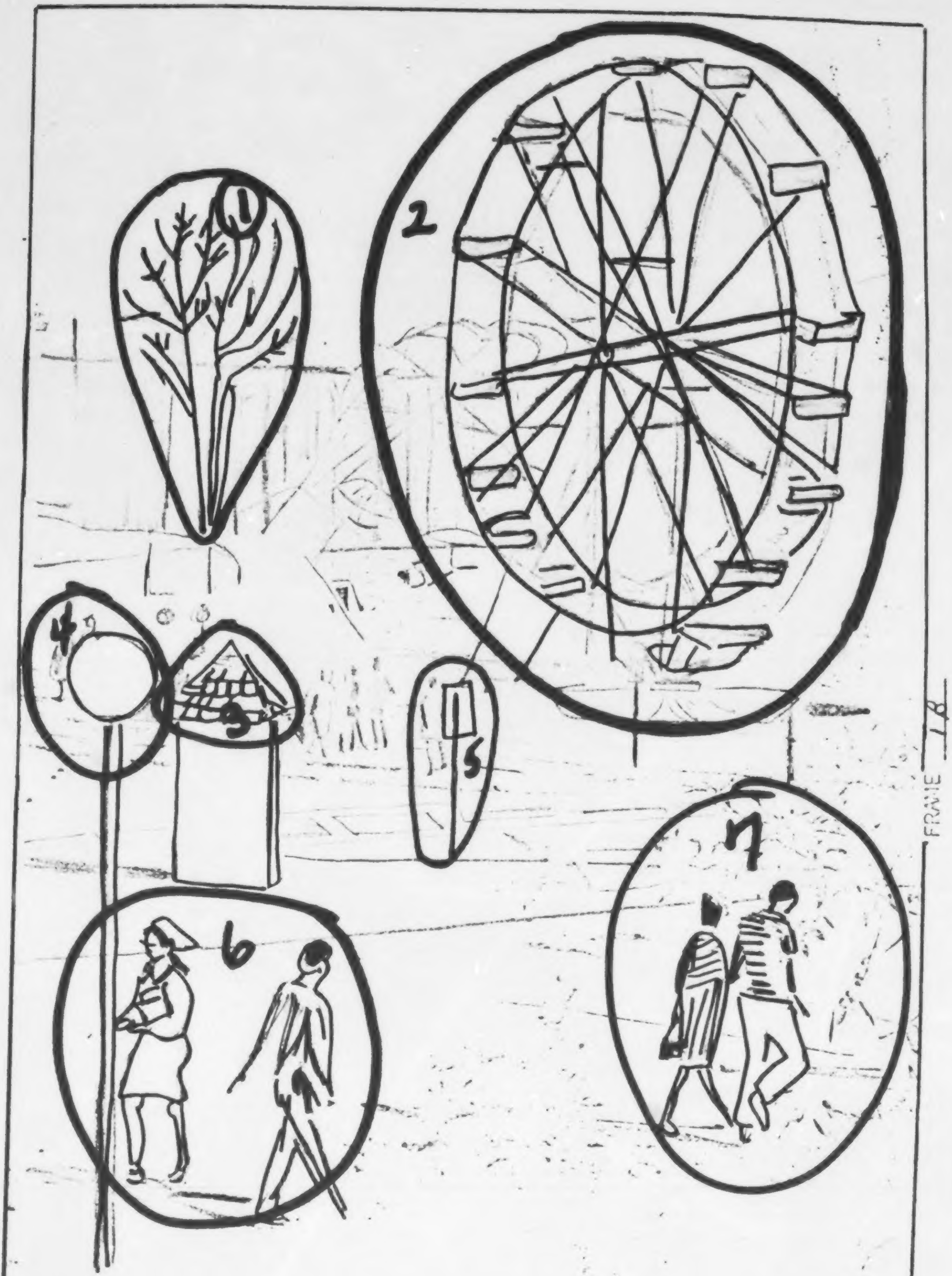
Ready to begin reading the examples? Turn the page and begin.



FRAME 1A

EXAMPLE--Look for characteristics within this frame.

EXAMPLE


1
2
3
4
5
6
7
FRAME 18

EXAMPLE--When you are looking for characteristics within the frame, you may wish to circle them.

EXAMPLE

INSTRUCTIONS: LOOK AT FRAME 1 . (Example Frame).

STEP ONE: Describe what you see in frame 1 . Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

Example: I see a tree, a ferris wheel, a street lamp, a building, a sign, people holding books, people holding hands, etc.

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

	(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese
(1)	Tree is not characteristic type of China	Tree is typical of types found in the United States--Maple	Trees are in both China and the United States.	Trees grow from the sky.
(2)	Wheel for water power	Wheel--amusement park	Wheel and/or water wheel for irrigation and electricity	Flying saucer in disquise

STEP TWO, CONTINUED:

	(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese
(3)	Roof shingles Made of wood prepared in China	Shingled roof common in U.S.	Roofing is used in both cultures-- Shelter satisfies physical need	Roof is made of porcelain China dishes
(4)	May use electric lights today; may use lanterns	Use street lamp often during night to help people see	Need artifical light when the sun is not shining.	This street lamp talks in its sleep
(5)	The Chinese buildings use more decoration for the upper class.	The building is a very modern English Department at a college in the U.S.	Buildings are shelters for people and animals in both cultures.	The building is made out of peanut butter gum.
(6)	These people are not wearing the Chinese tunic nor the Scholar suit.	These people are wearing clothes common to people of the U.S.	People live everywhere in our world.	The people are wearing moon-rocks in their shoes.

STEP THREE: Draw something in the frame that will make the scene--

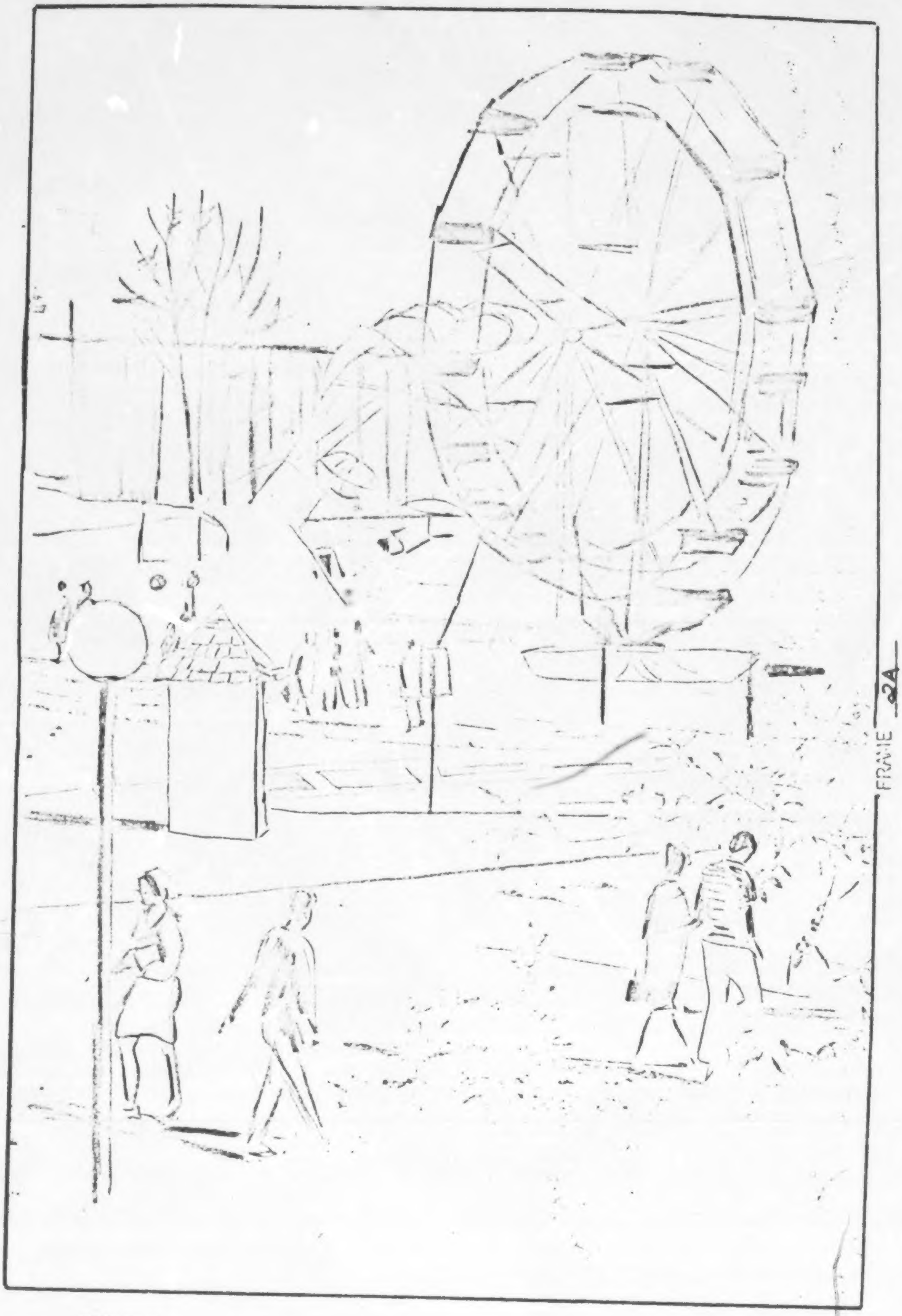
(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

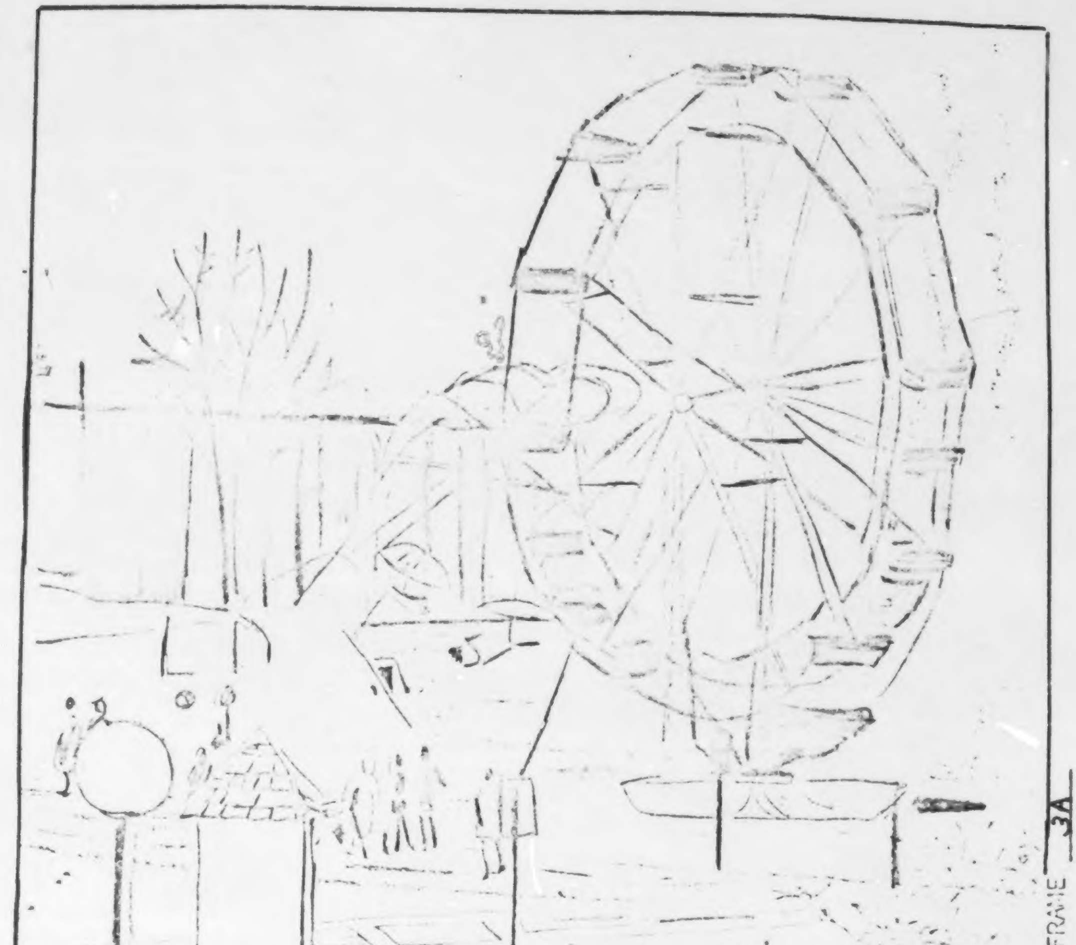
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.



EXAMPLE:
Draw something in the frame that will make it entirely characteristic of the Chinese Culture.

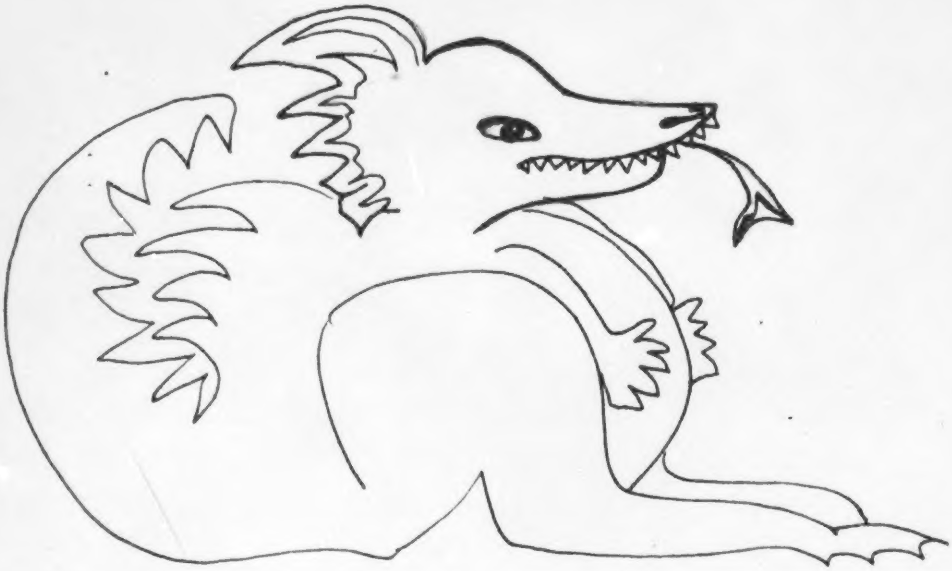


EXAMPLE:

Draw something in this frame that will make the scene completely characteristic of the United States Culture.

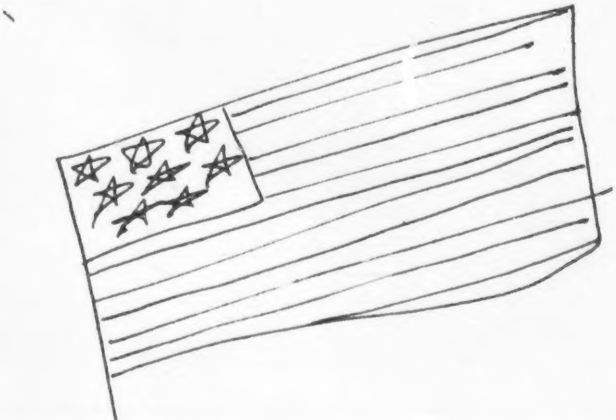
FRAME 3A Example

SCENE ONE: Chinese Culture



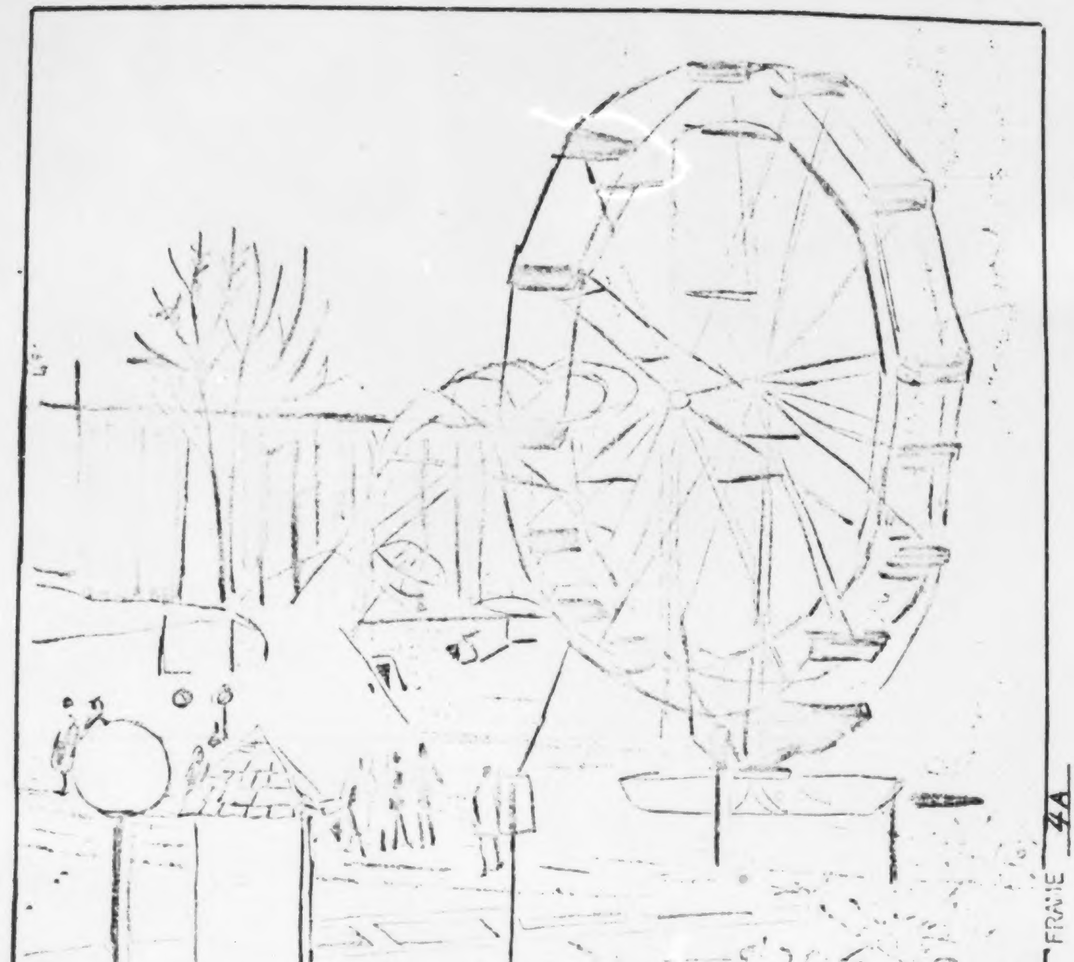
You may have drawn a dragon, or a water mill, or something else.

SCENE TWO: United States Culture



EXAMPLE:

You may have drawn an American flag, or the Empire State Building, or something else.



FRAME 4A

EXAMPLE:

Draw something in this scene that will make it completely characteristic of the Chinese and United States Cultures combined.

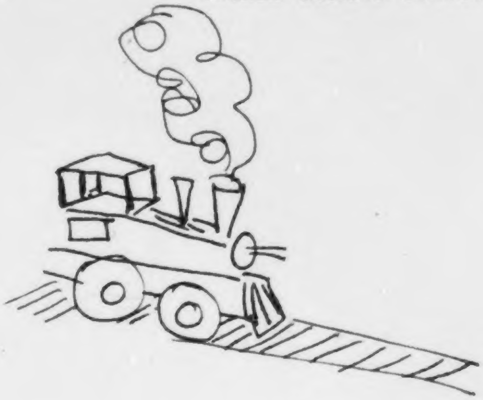
FRAME 5A

EXAMPLE:

Draw something in this frame that will make the scene characteristic of neither the Chinese Culture nor the United States Culture.

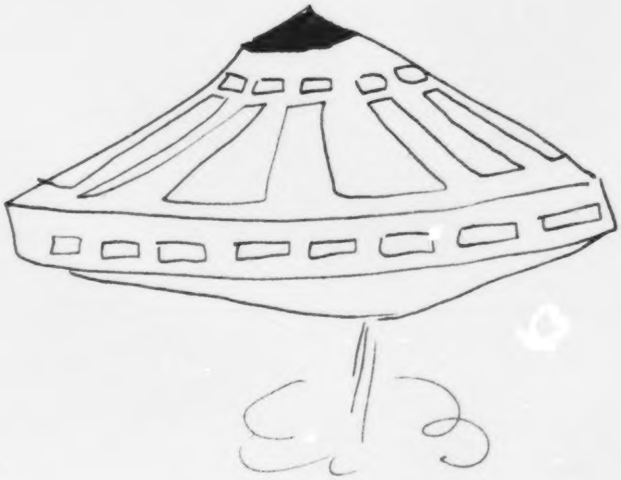
FRAME 6A

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES



You may have drawn a railroad car and tracks, or a steamship, or something else.

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE

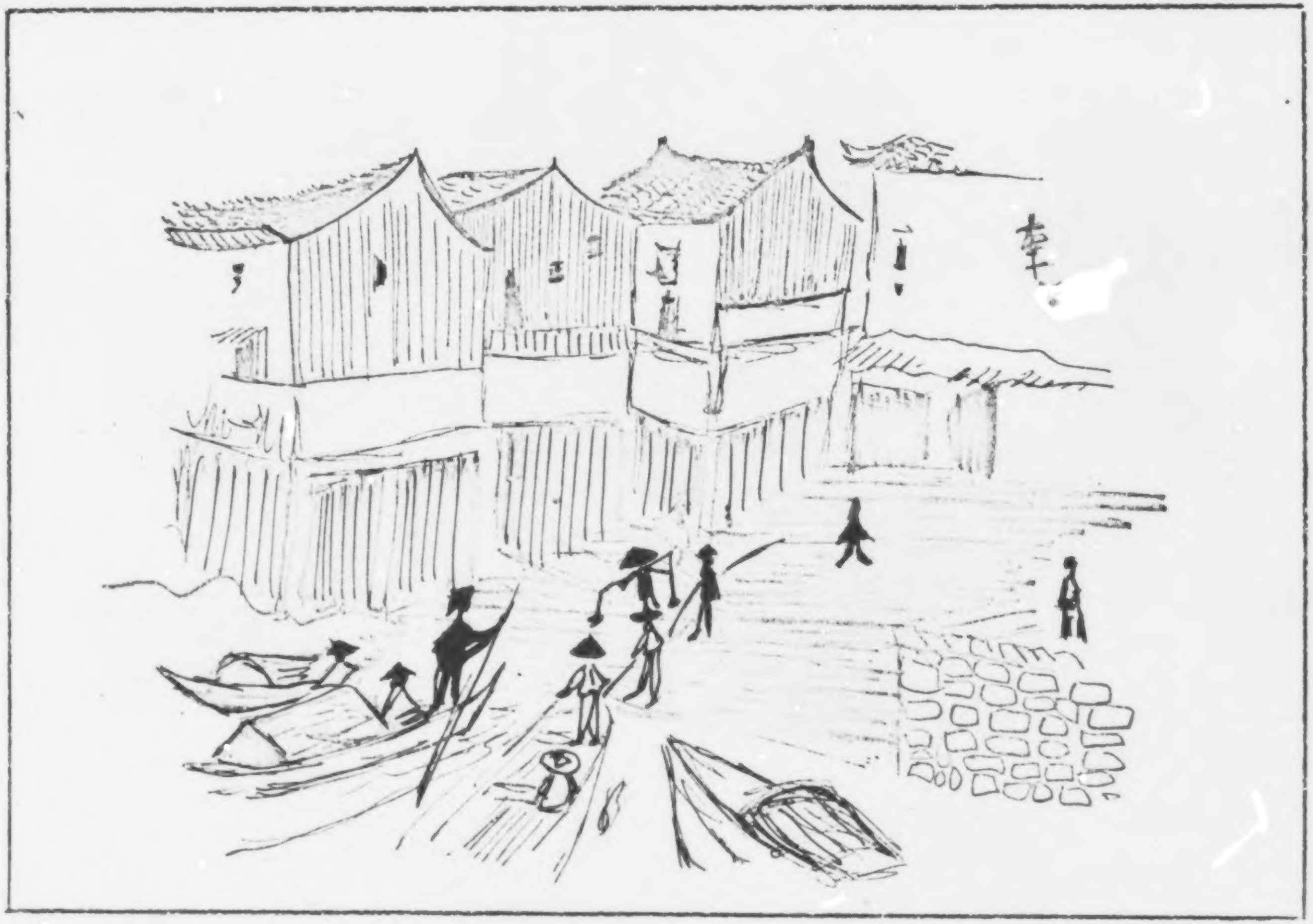


You may have drawn a spaceship, or Dutch wooden shoes, or something else.

BEFORE YOU START WORKING ON PART TWO BE SURE THAT:

1. You understand the directions completely.
2. You understand the examples presented.
3. You understand the categories under which you will be classifying your scenes.

ARE YOU READY TO BEGIN? IF SO, TURN THE PAGE AND START WORKING.



FRAME 1A

INSTRUCTIONS: LOOK AT FRAME 1A.

STEP ONE: Describe what you see in frame 1A. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

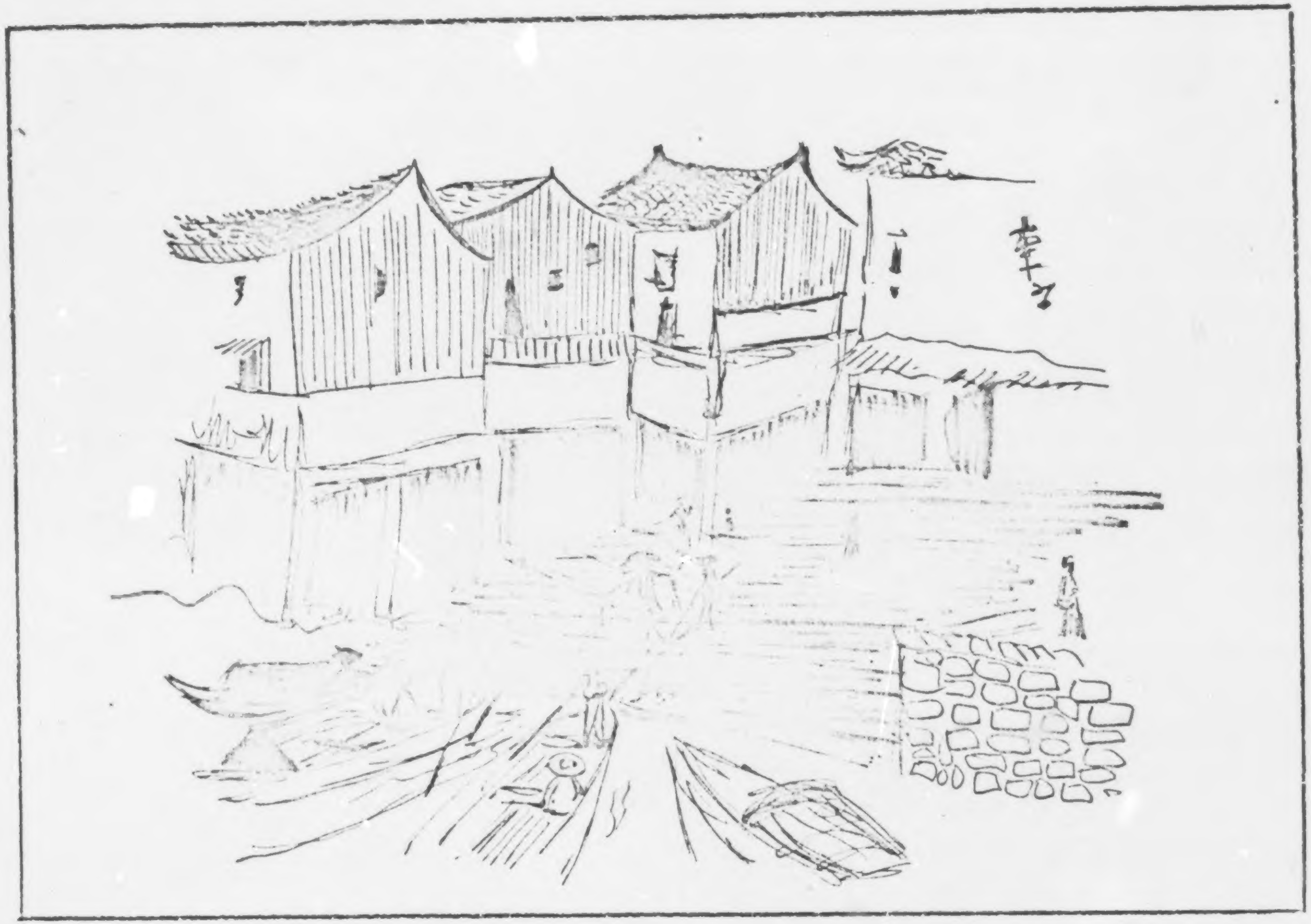
(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

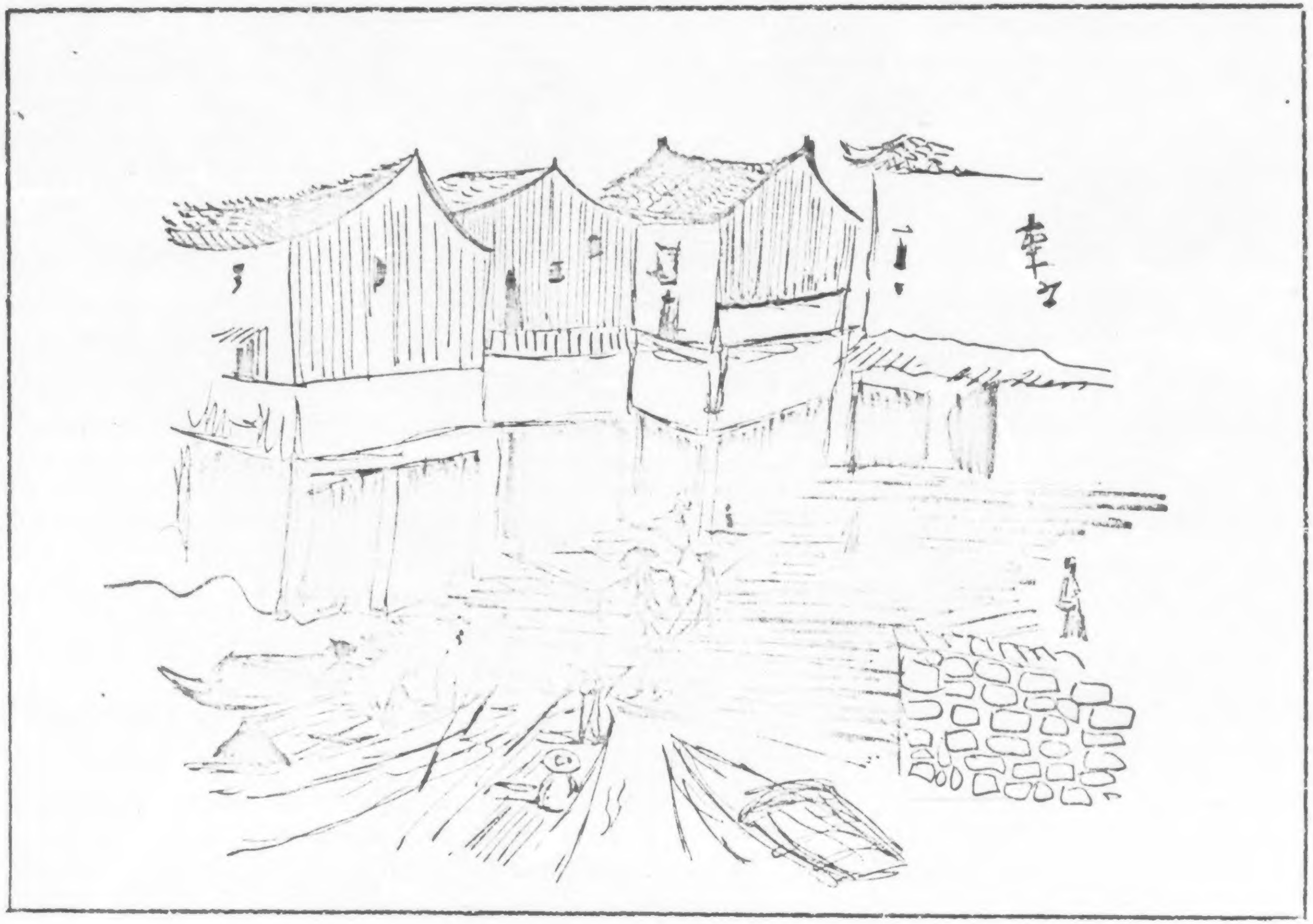
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.



FRAME 2A

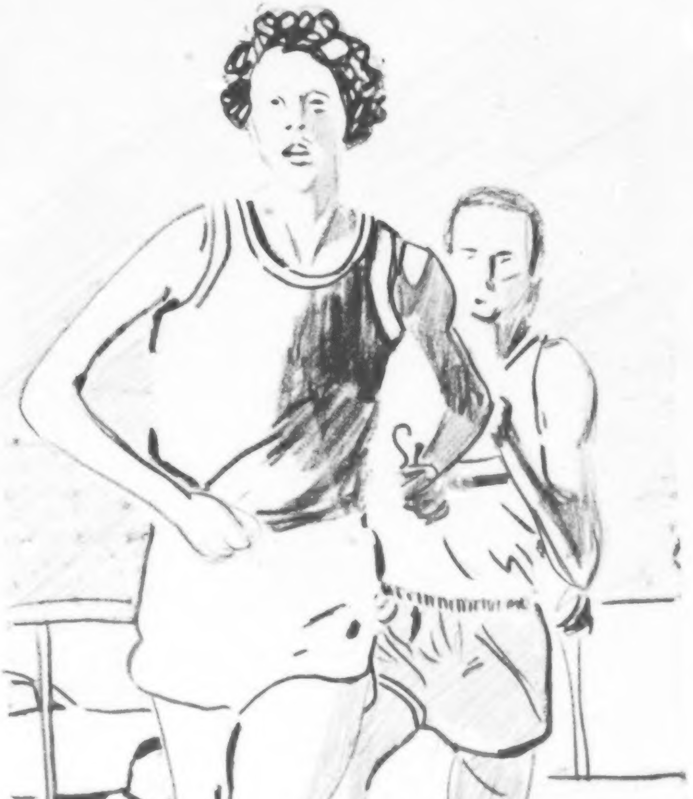


FRAME 3A

FRAME 4A

7

FRAME 5A



FRAME 18

INSTRUCTIONS: LOOK AT FRAME 1B.

STEP ONE: Describe what you see in frame 1B. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

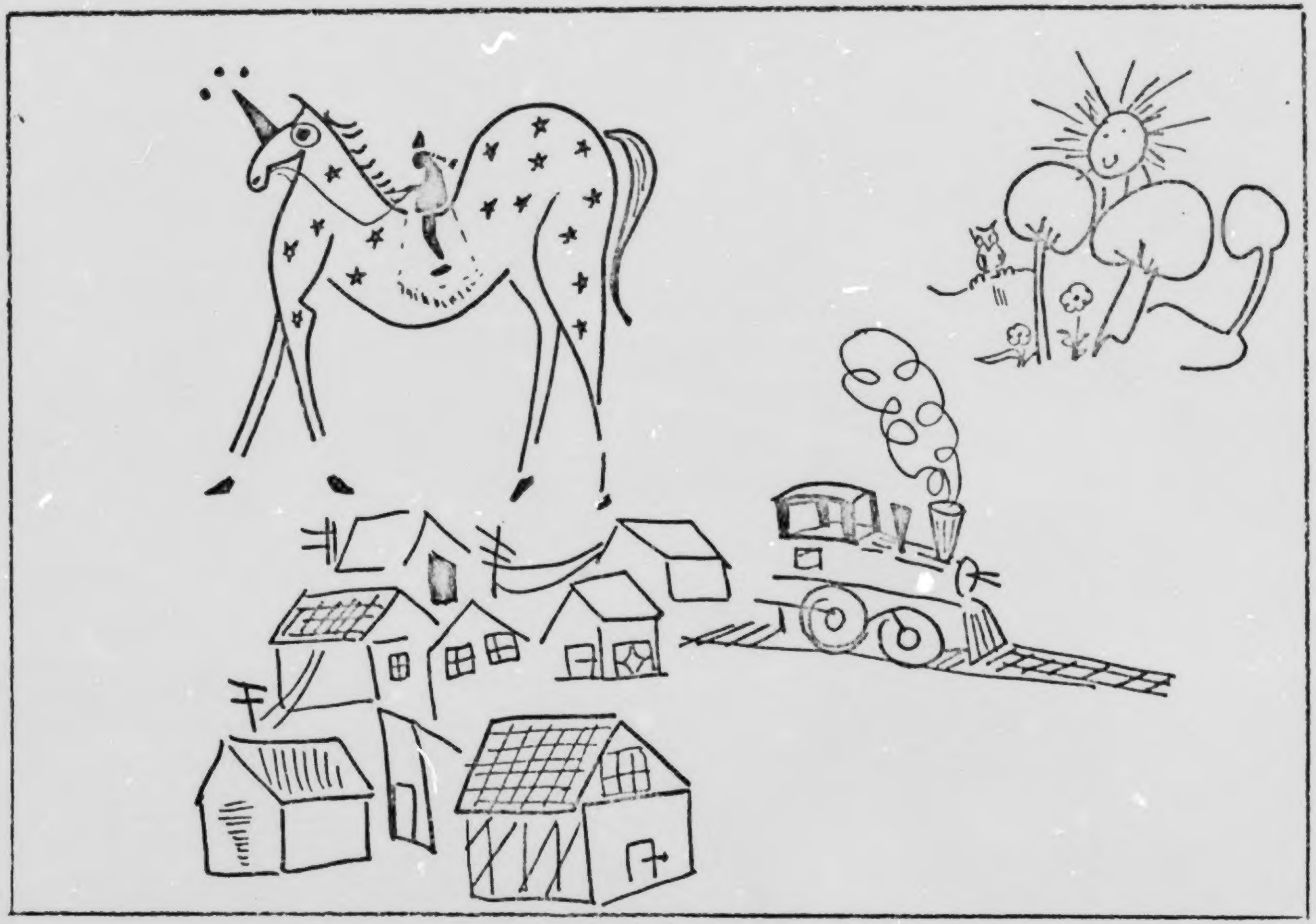
FRAME 2B

FRAME 38

FRAME 4B

483

FRAME 5B



FRAME 1C

INSTRUCTIONS: LOOK AT FRAME 1C.

STEP ONE: Describe what you see in frame 1C. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

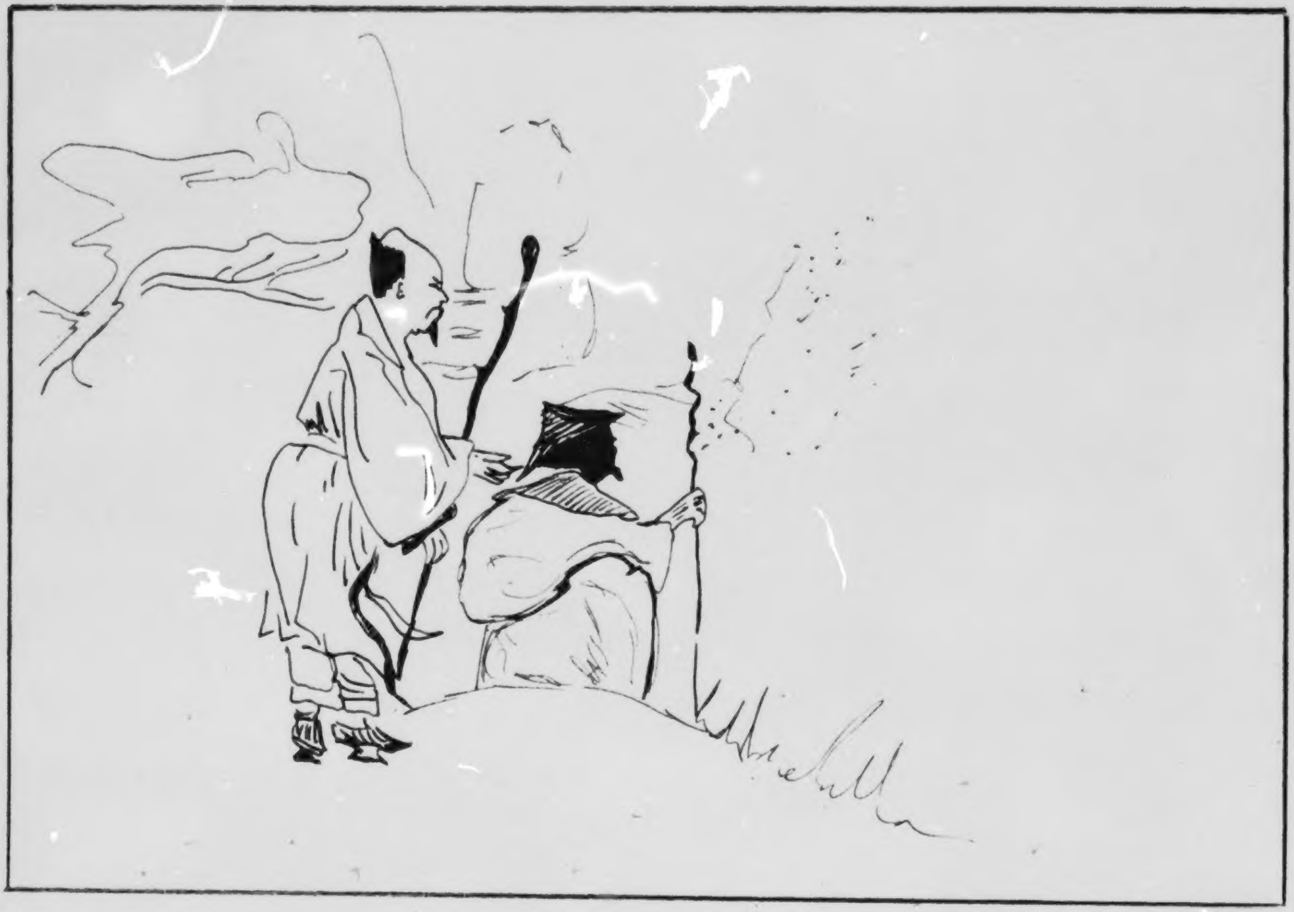
STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME 2C

FRAME 3C

FRAME 4C

FRAME 5C



FRAME 1D

INSTRUCTIONS: LOOK AT FRAME 1D.

STEP ONE: Describe what you see in frame 1D. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

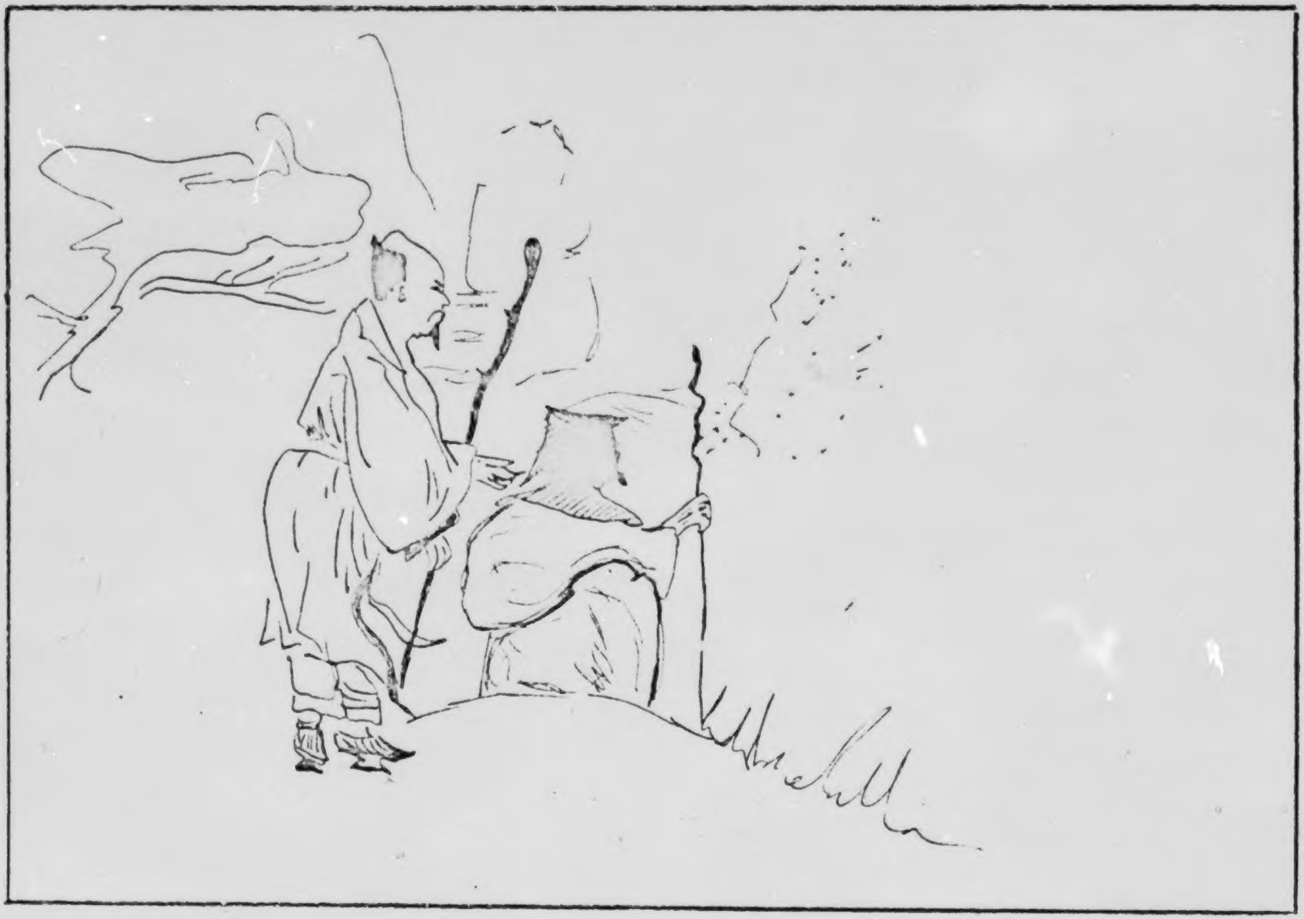
(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

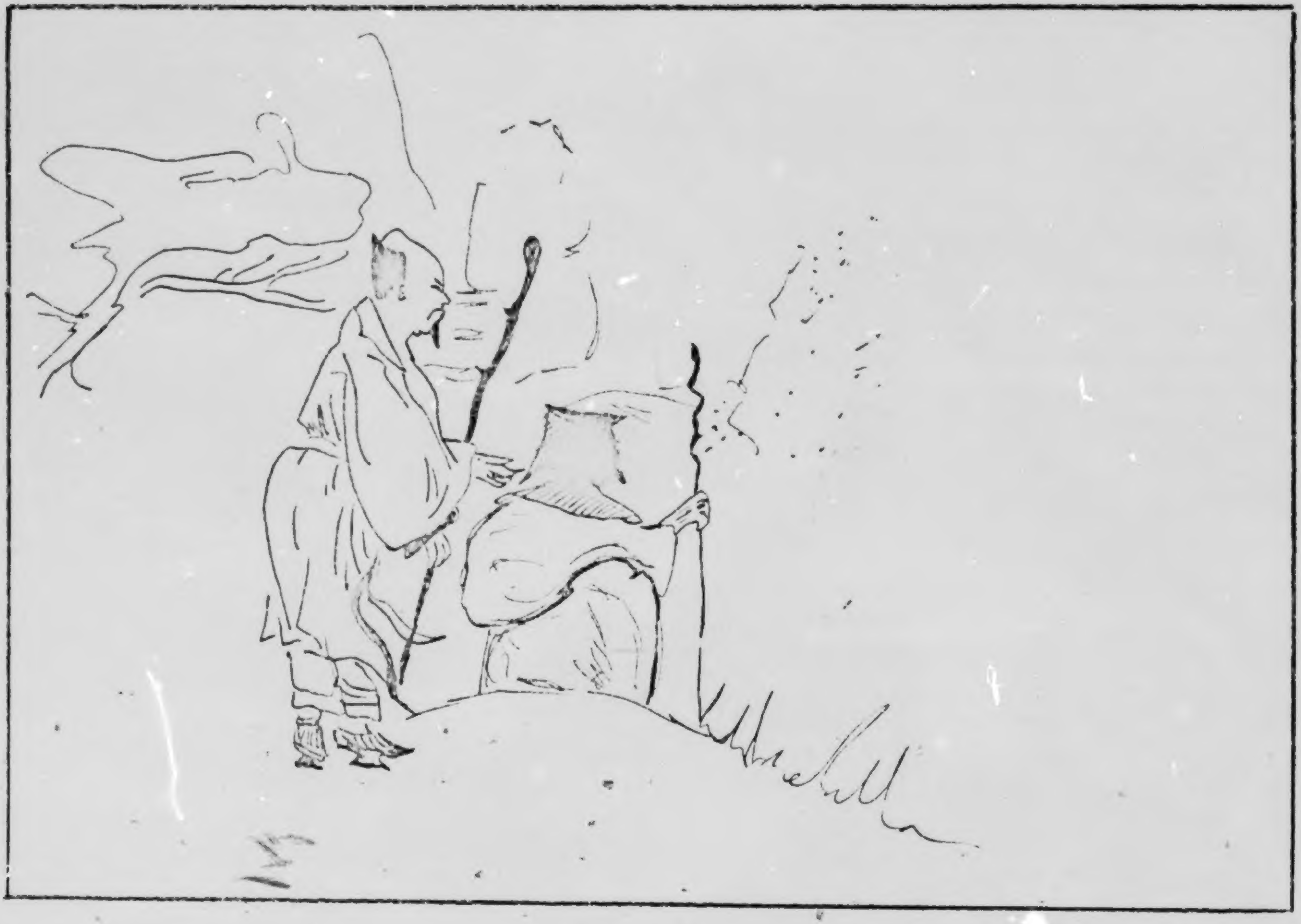
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.



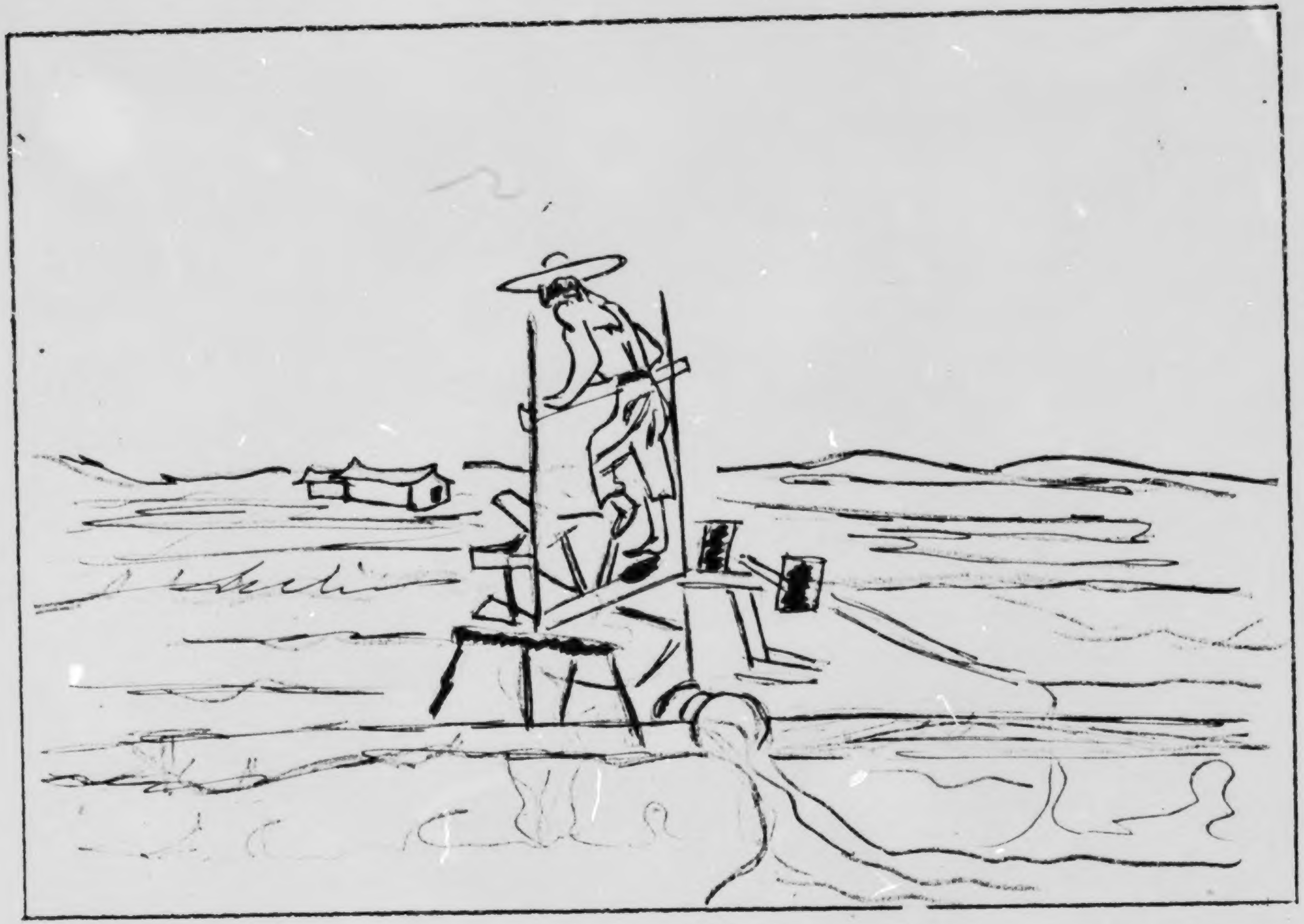
FRAME 2D



FRAME. 3D

FRAME 40

FRAME 5D



FRAME 12

INSTRUCTIONS: LOOK AT FRAME 1E.

STEP ONE: Describe what you see in frame 1E. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

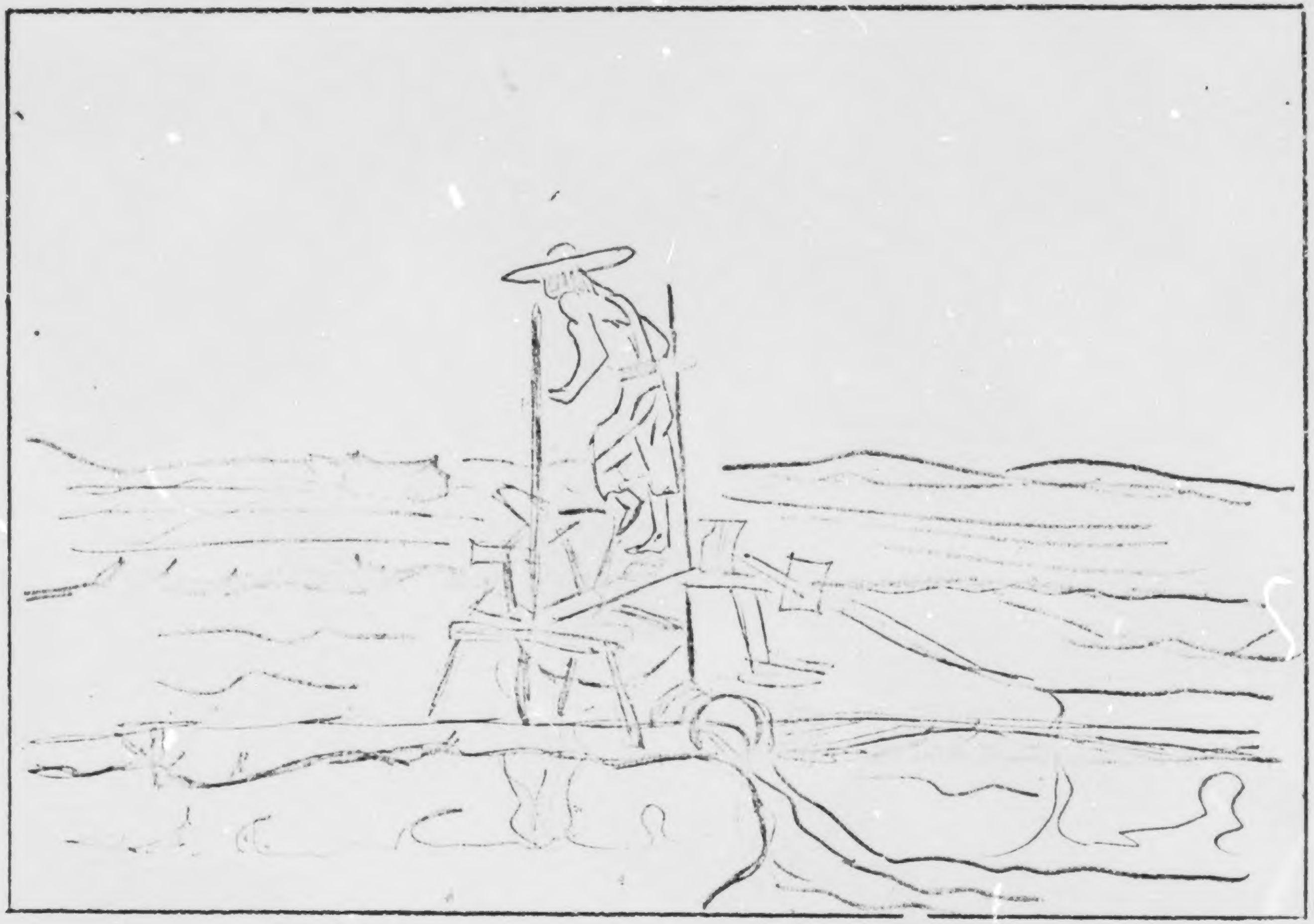
(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

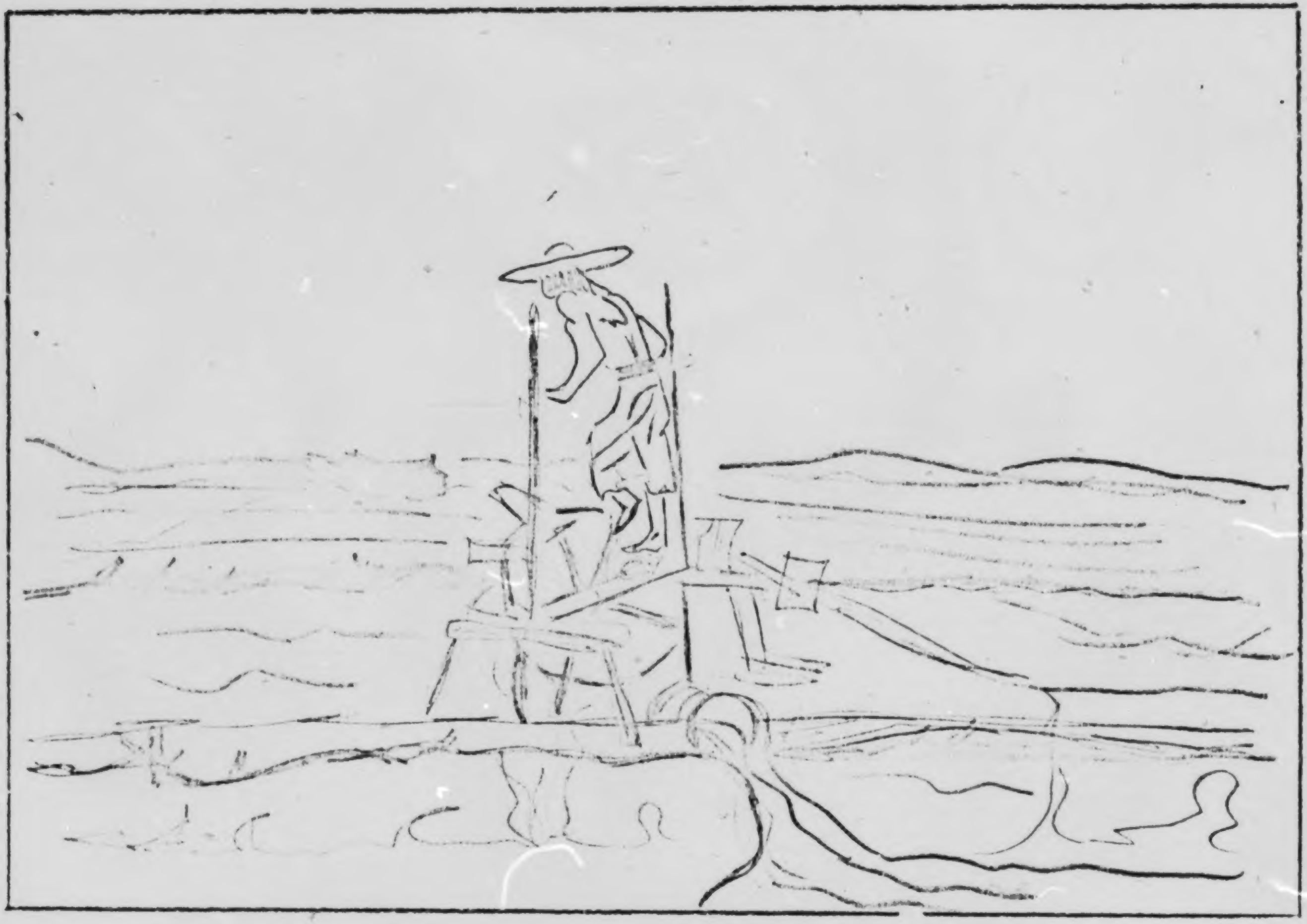
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.



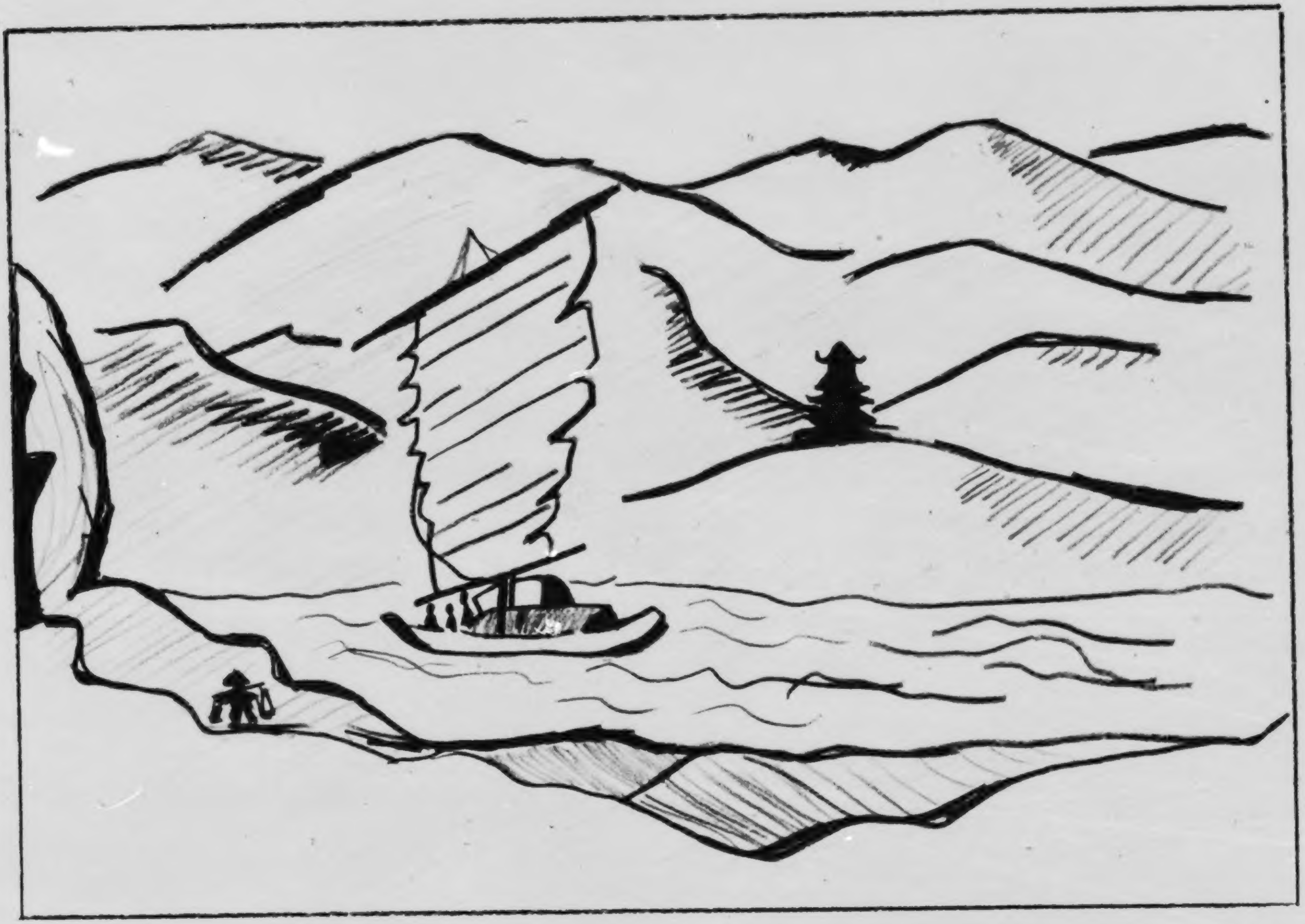
FRAME 2E



FRAME 3E

FRAME 4Σ

FRAME 5E



FRAME 16

INSTRUCTIONS: LOOK AT FRAME 1G.

STEP ONE: Describe what you see in frame 1G. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

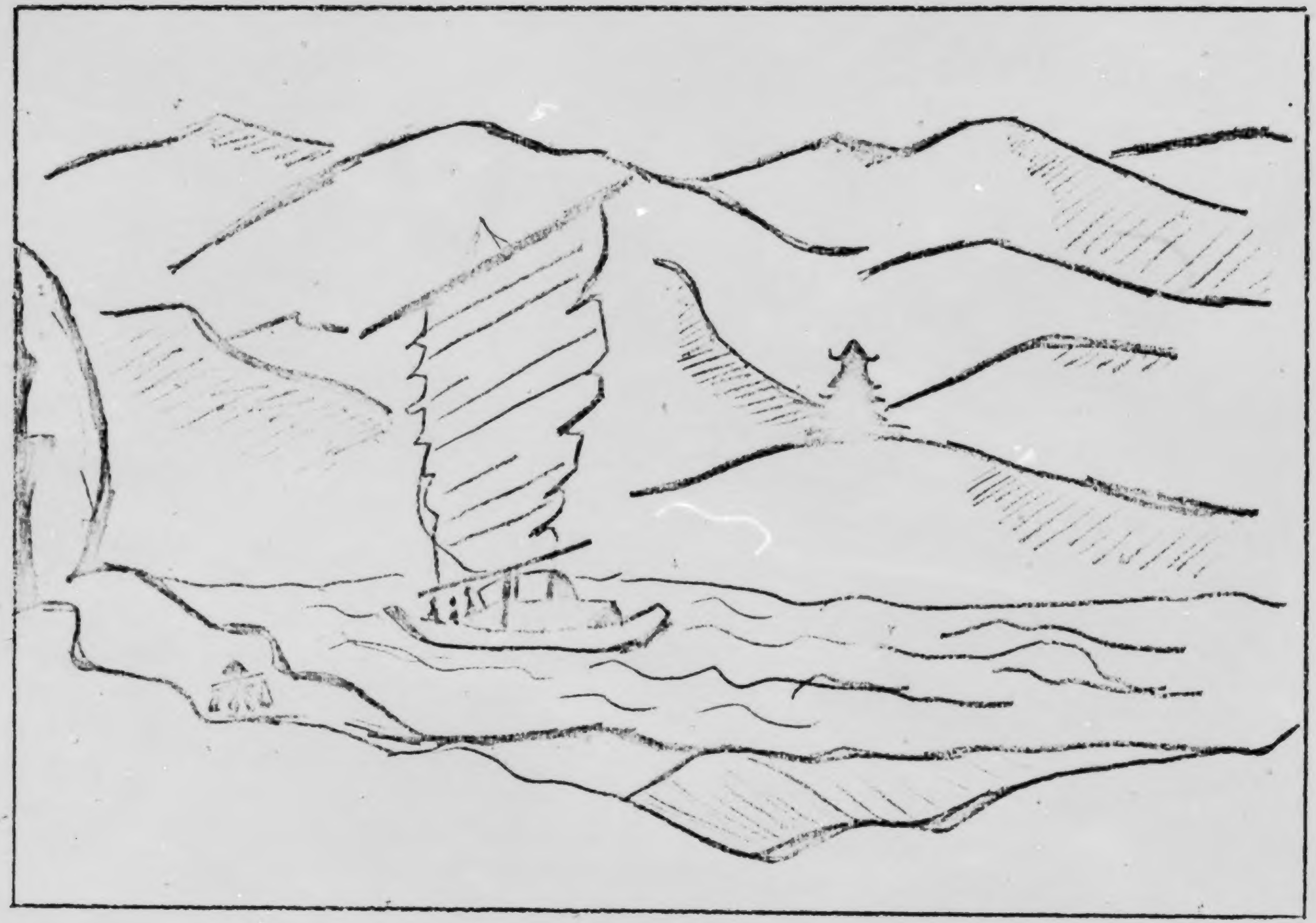
(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

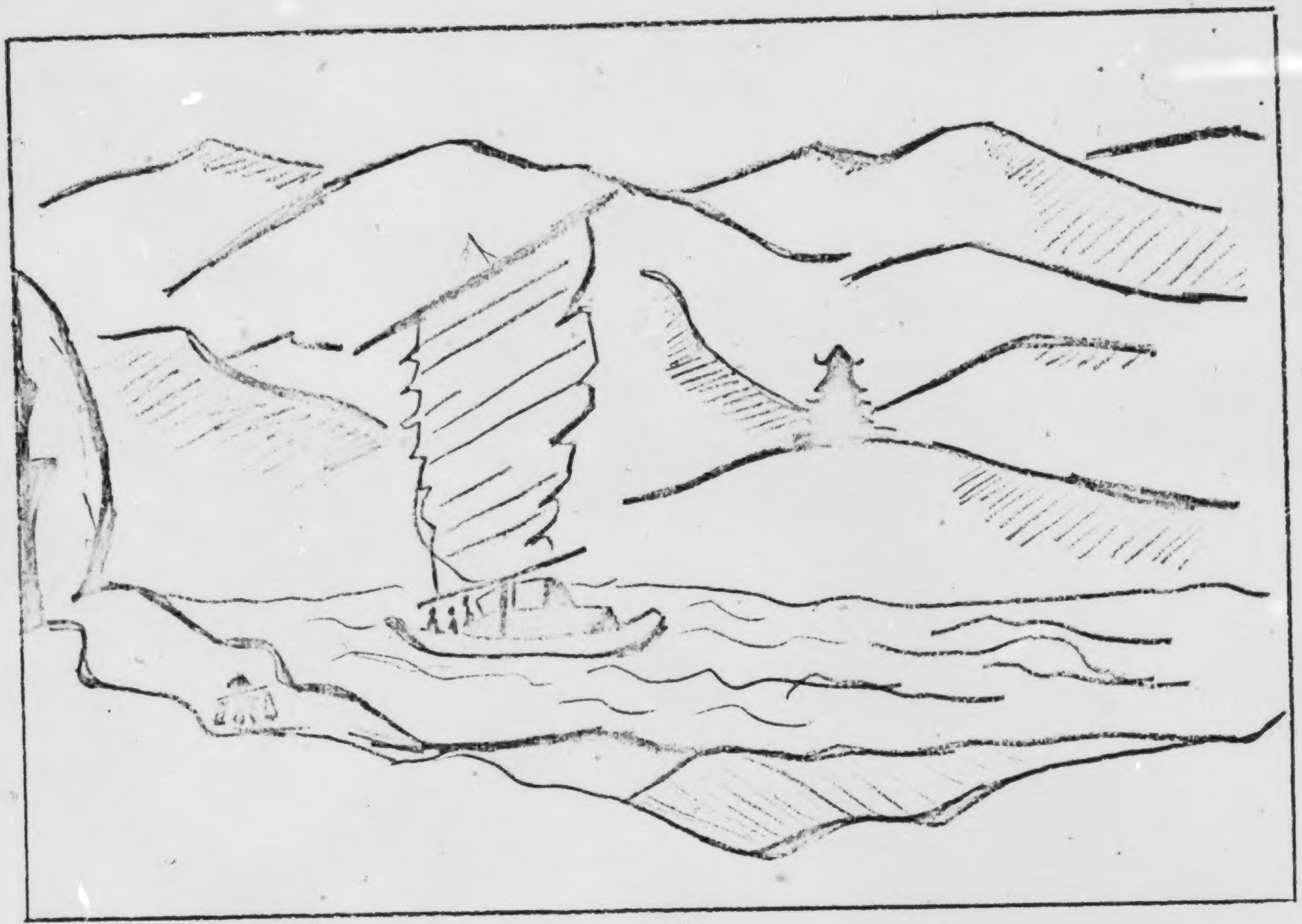
(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.



FRAME 26

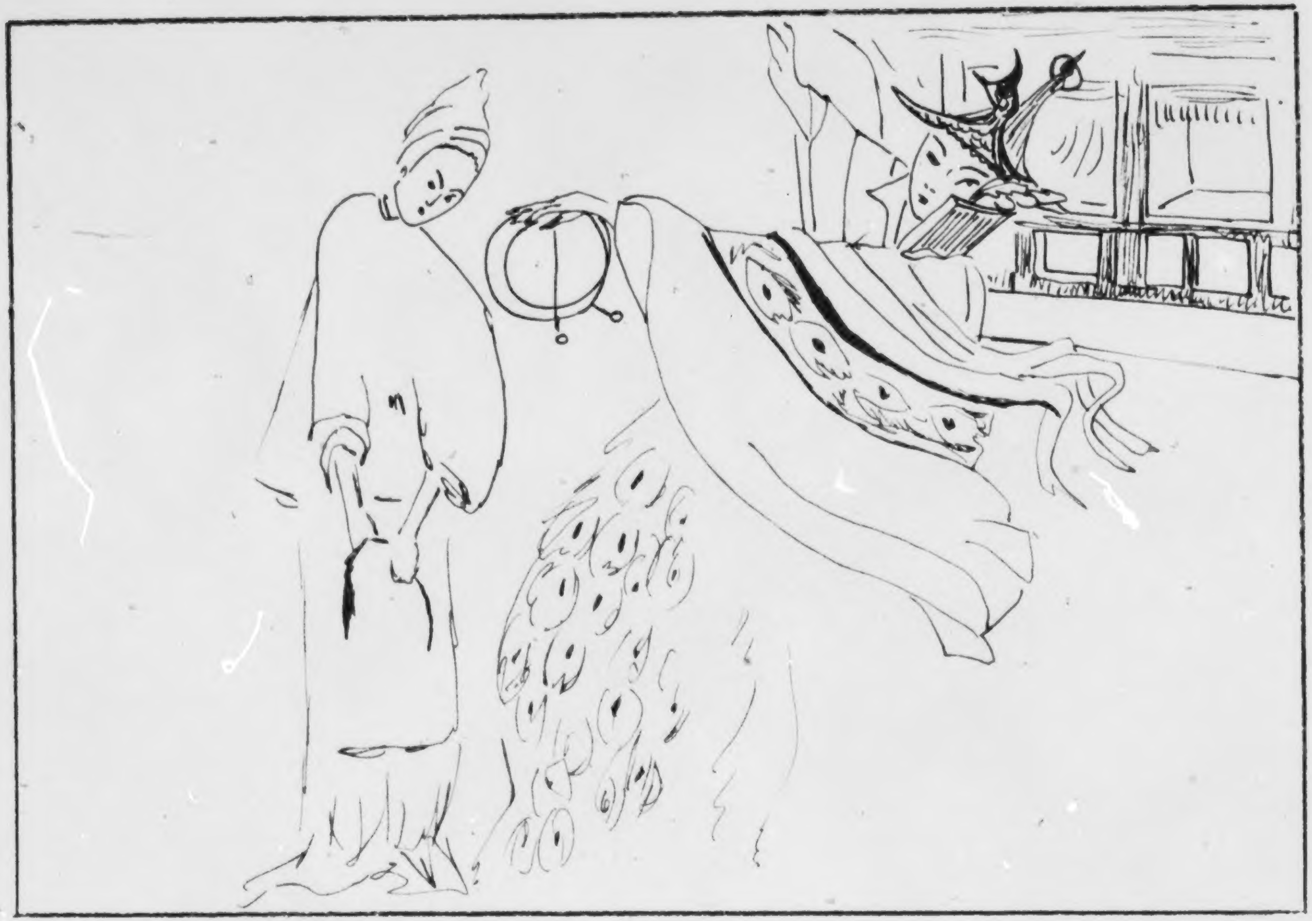
FRAME 36



FRAME 46

FRAME 5G

519



FRAME 1H

INSTRUCTIONS: LOOK AT FRAME 1H .

STEP ONE: Describe what you see in frame 1H . Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

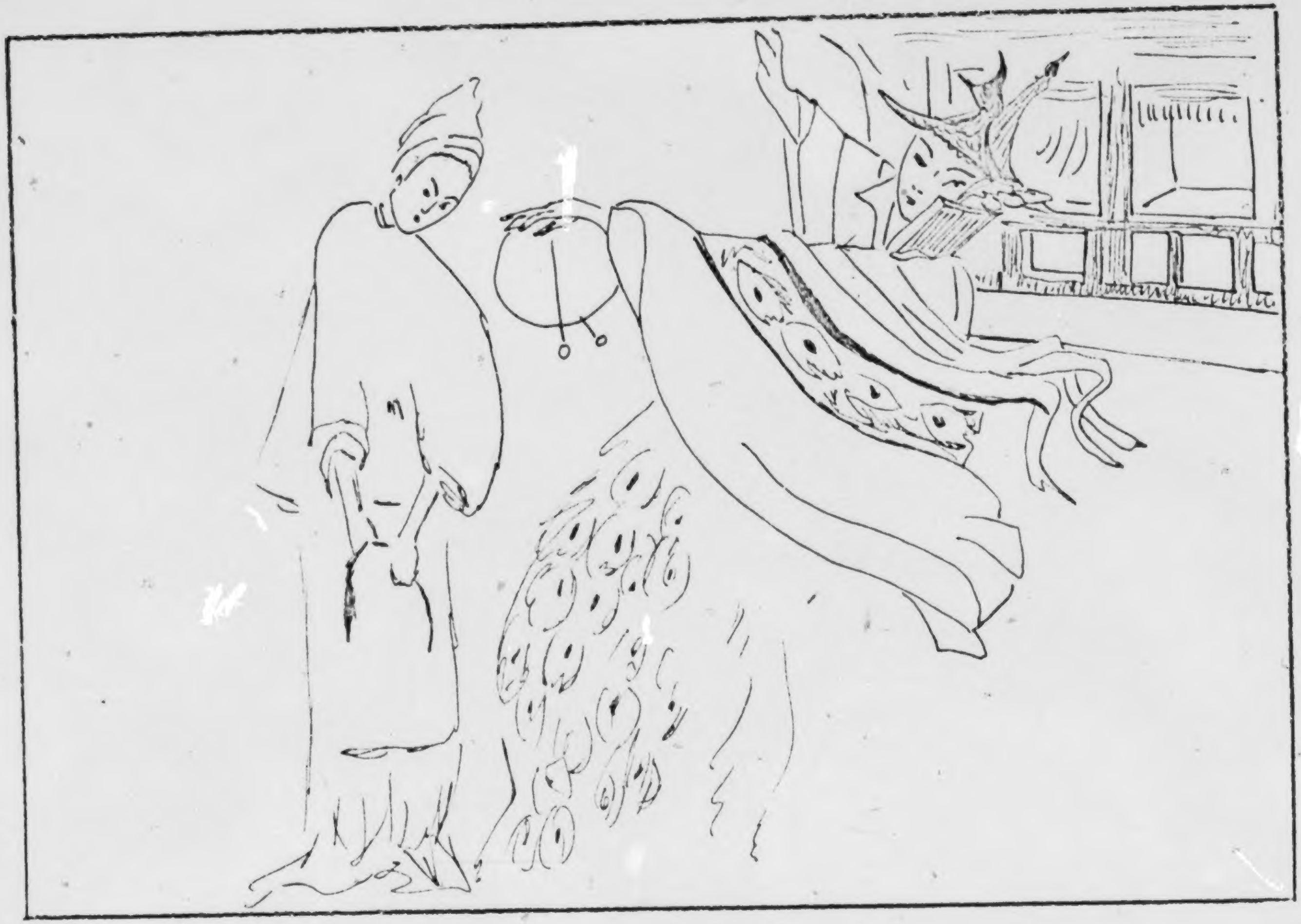
(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

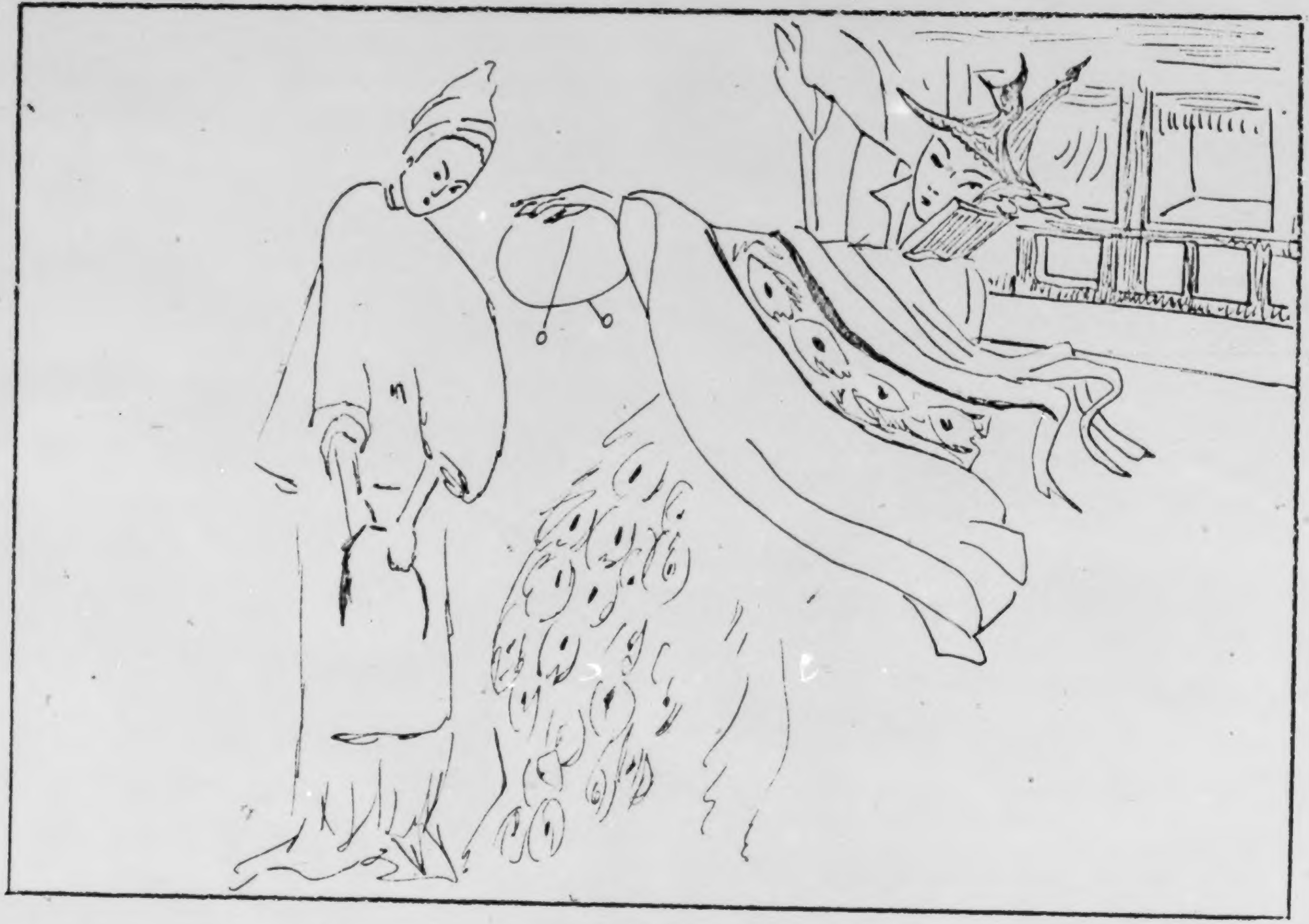
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

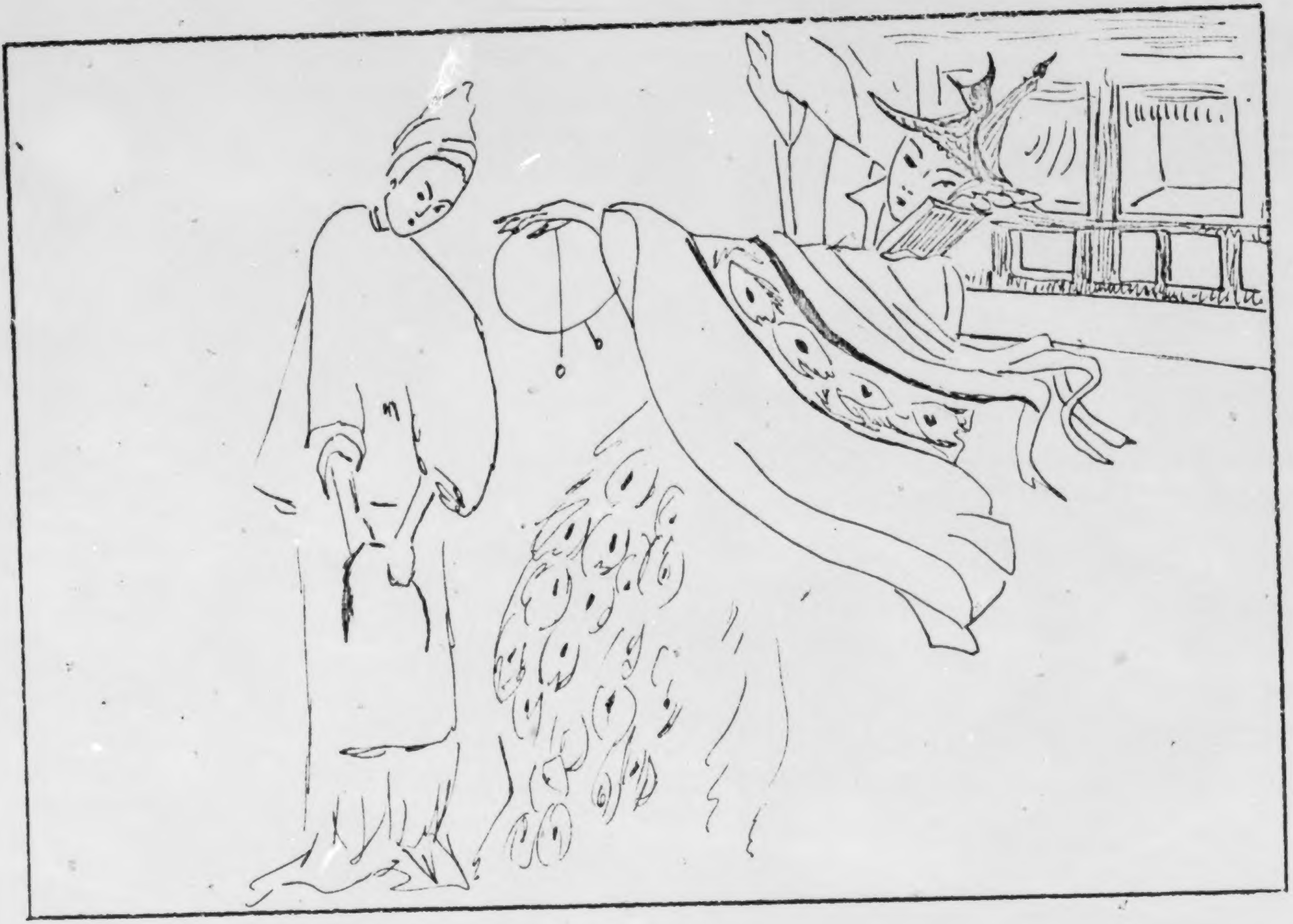
STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.



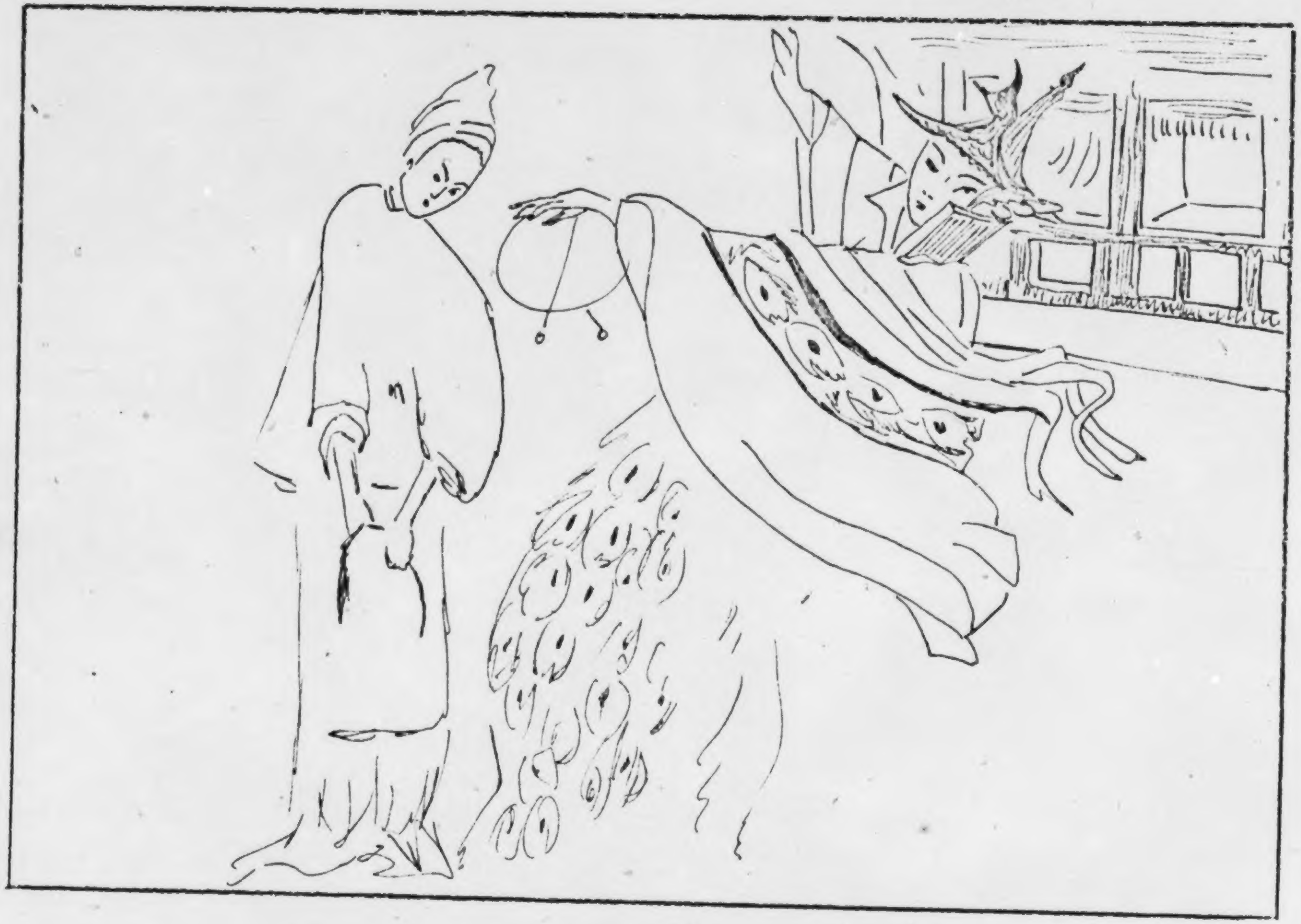
FRAME 2H



FRAME 3H



FRAME 4H



FRAME 5H

PART THREE

The reason you need to work three parts was explained earlier in this packet: however, as a reminder, you will need to complete this section before working ahead in this packet.

This section will provide throught processes. Your knowledge of cultures will help you in completing this section.

Instructions For Completing Part Three: You will be directed to draw pictures, write explanations of your opinions, and complete other specified tasks.

TURN THE PAGE AND FOLLOW THE DIRECTIONS VERY CAREFULLY.

EXAMPLE:

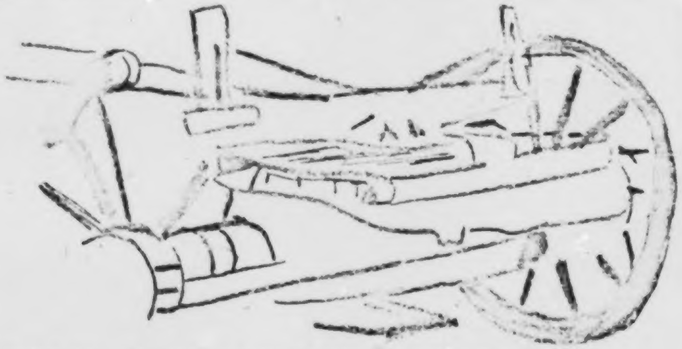
There are three major divisions in this learning packet. You have just completed Part Two. The directions for completing Part Three are very similar to the directions you followed in Part Two. You are to look at the first frame. Look for characteristics within the frame. Look for the objects which belong in the four categories:

(1) Completely characteristic of the Chinese Culture
(2) Completely characteristic of the United States Culture
(3) A combination of the Chinese Culture and the United States Culture
(4) Not characteristic of either the Chinese Culture or the United States Culture.

You will decide what the picture in the frame means to you. You will draw pictures which represent the four categories. The example provided will help explain this process. You may wish to use some of the pictures more than once. You may wish to use only one or two of the pictures. You may wish to add your own pictures. Be creative and draw your ideas.

Ready to begin reading the examples? Turn the page and start learning!

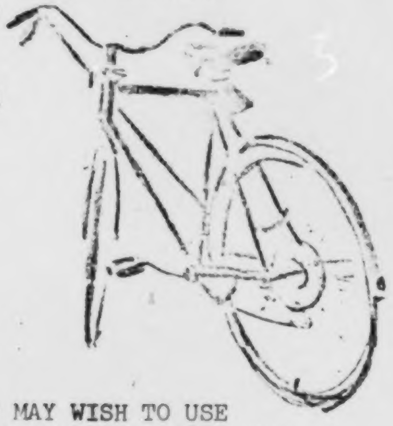
FRAME A EXAMPLE

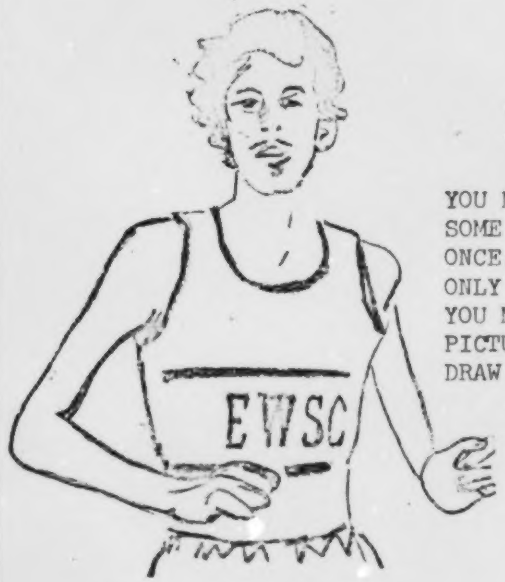


YOU ARE ASKED TO IDENTIFY WHICH OF THESE THREE PICTURES REPRESENT A MEANS OF TRANSPORTATION CHARACTERISTIC OF: (1) The Chinese Culture; (2) The United States Culture

(3) Of both Chinese and United States Cultures

(4) Of neither Chinese of United States Culture.





YOU MAY WISH TO USE SOME PICTURES MORE THAN ONCE. YOU MAY WISH TO USE ONLY ONE OR TWO OF THE PICTURES. YOU MAY WISH TO ADD YOUR OWN PICTURES. BE CREATIVE AND DRAW YOUR IDEAS.

TURN TO THE NEXT PAGE.

INSTRUCTIONS: LOOK AT FRAME A.

STEP ONE: Describe what you see in frame A. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

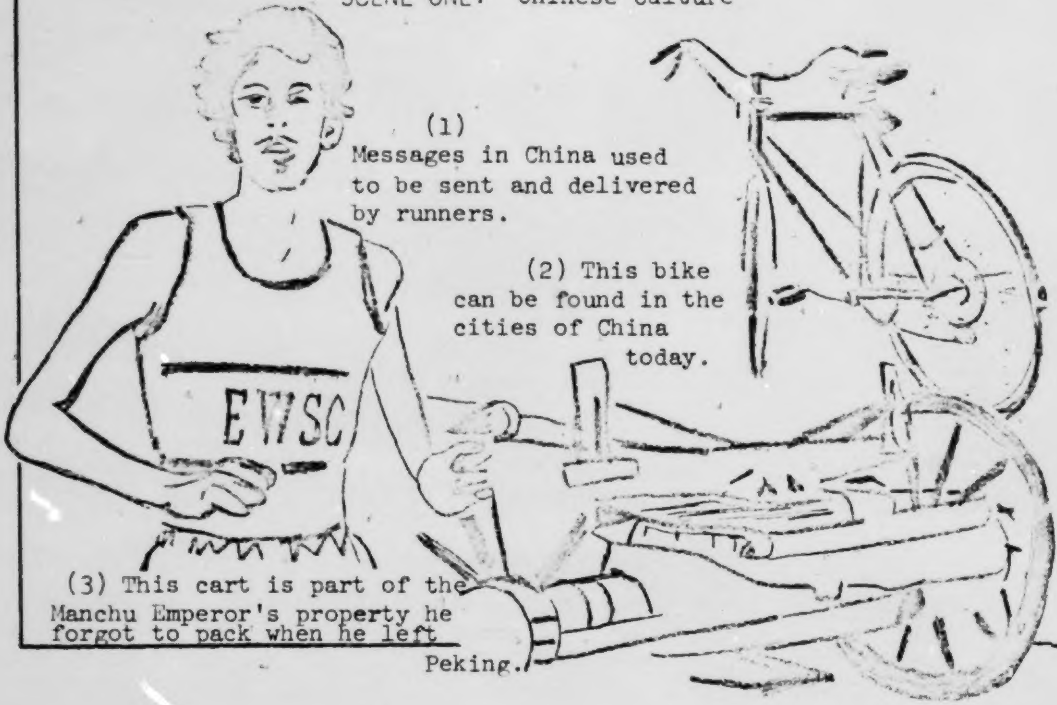
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME B

SCENE ONE: Chinese Culture



(1) Messages in China used to be sent and delivered by runners.

(2) This bike can be found in the cities of China today.

(3) This cart is part of the Manchu Emperor's property he forgot to pack when he left Peking.

SCENE TWO: United States Culture

I did not show any of the pictures in this United States Culture because:

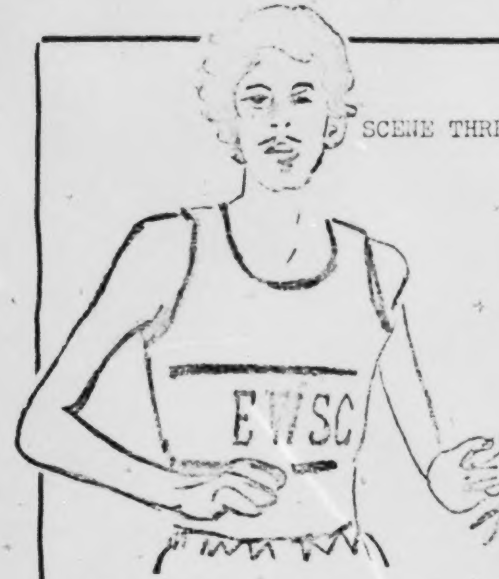
(1) Runners were not used in early American cities as messengers.

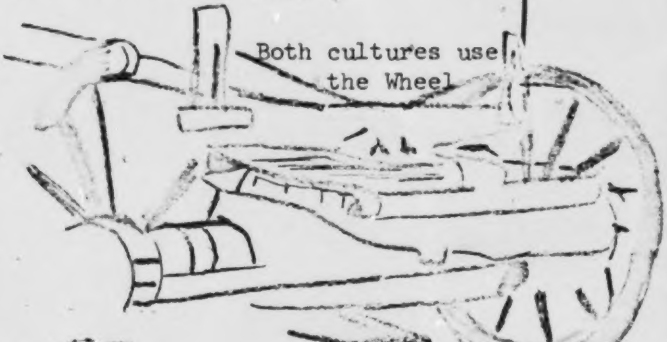
(2) The cart is not part of an old wagon train, but part of a plow used in Old China.

(3) The bike was made in Japan.

FRAME C

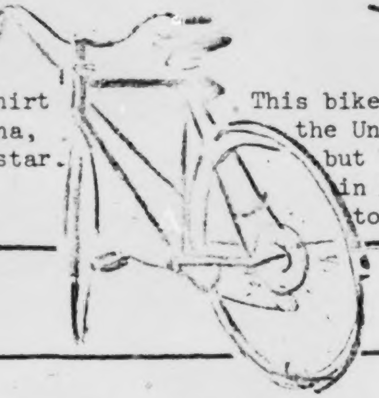
SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES





Both cultures use the Wheel

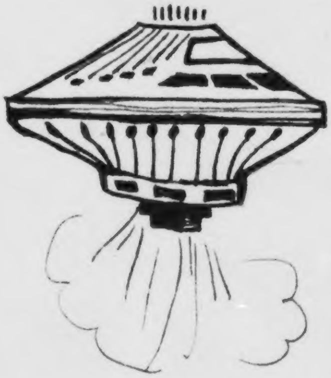
This man is wearing a silk shirt that was manufactured in China, but he is an American track star.



This bike was made in the United States but bought by a man in China as a gift to his brother.

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE

ALL THE ABOVE COULD BE CHARACTERISTIC OF BOTH CULTURES BUT A FLYING SAUCER IS NOT.



INSTRUCTIONS: LOOK AT FRAME B,C.

STEP ONE: Describe what you see in frame B,C. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

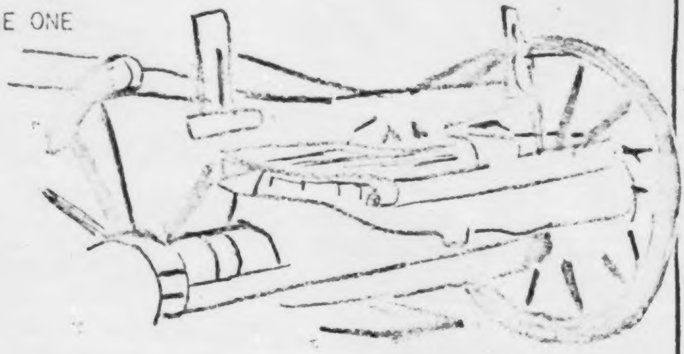
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME D

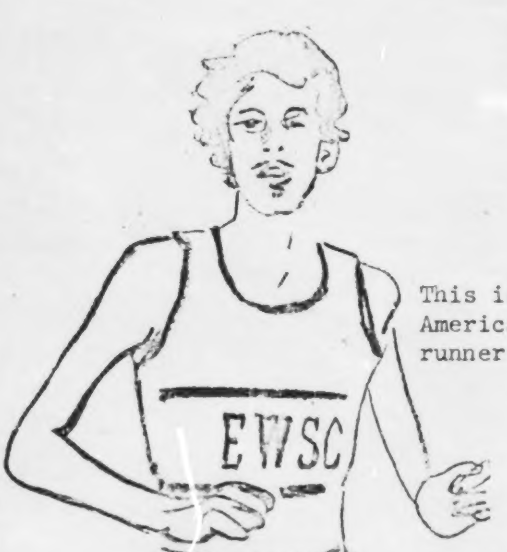
SCENE ONE



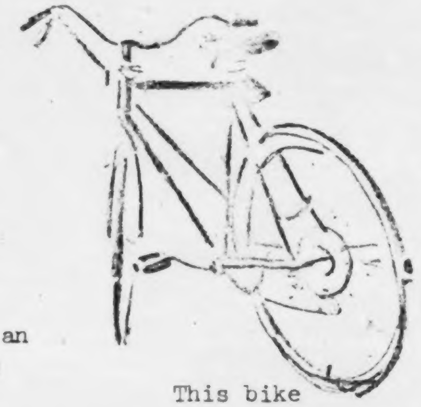
THIS IS THE ONLY MEANS OF TRANSPORTATION SHOWN THAT REPRESENTS THE CHINESE CULTURE BECAUSE. . .

(1) This could be part of an old Chinese cart.
(2) The bike is not a pedicab.
(3) The runner is not using Chinese letters on his shirt.--The runner is not Chinese.

SCENE TWO



This is an American runner.

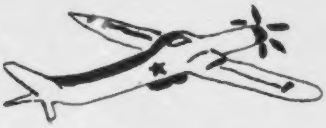


This bike was made in the United States.

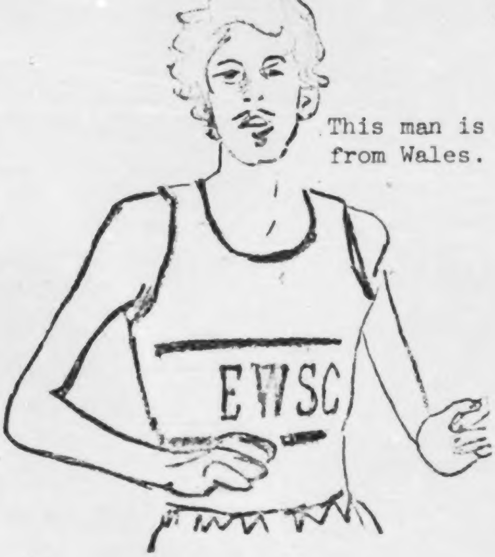
FRAME E

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

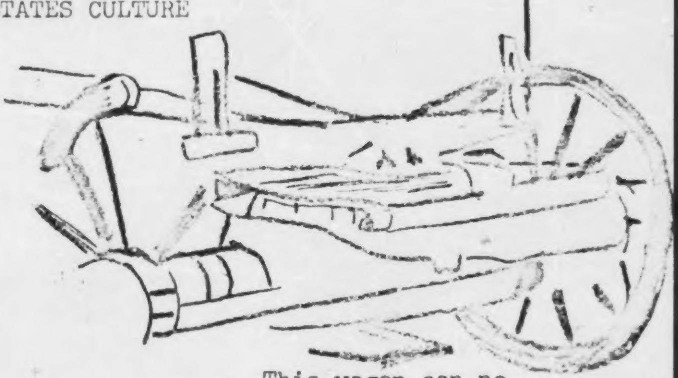
For the reasons explained in the scene below, I did not draw any of the examples in this scene. However, a plane would be characteristic of both the Chinese and United States Culture.



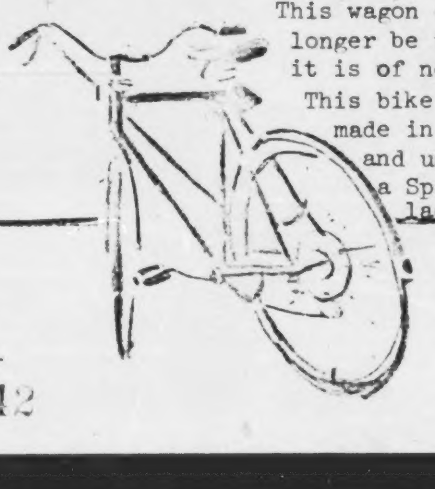
SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



This man is from Wales.



This wagon can no longer be used it is of no value.



This bike was made in France and used by a Spanish lady.

INSTRUCTIONS: LOOK AT FRAME D,E.

STEP ONE: Describe what you see in frame D,E. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

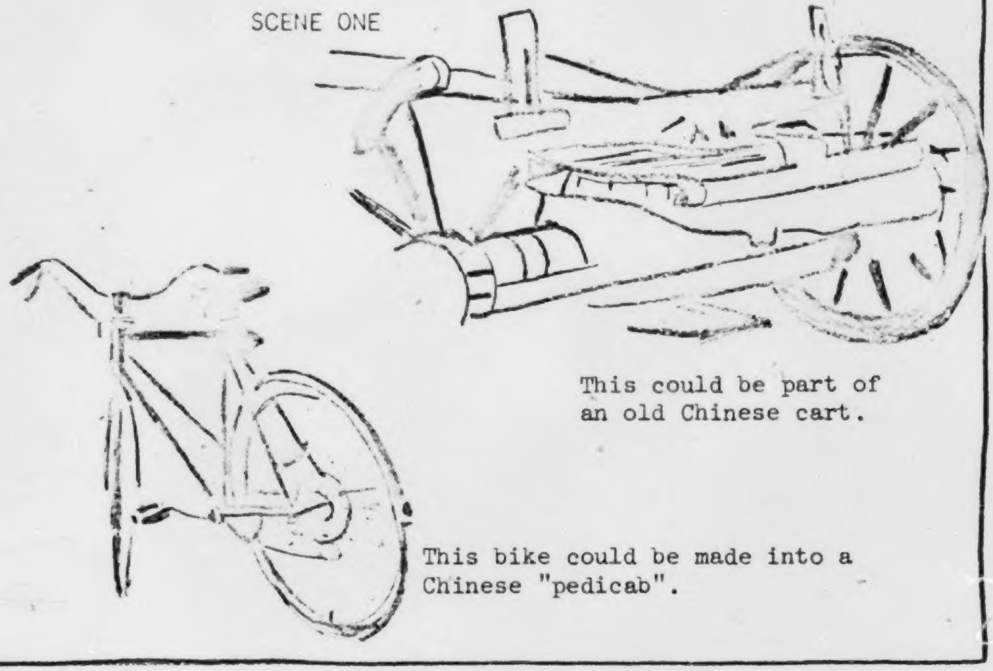
(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME F

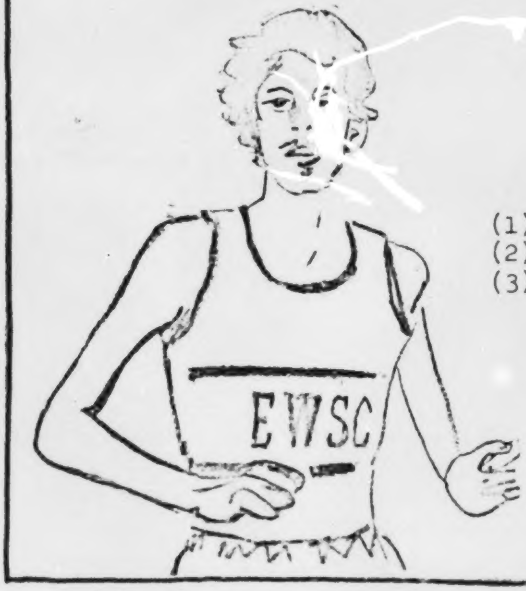
SCENE ONE



This could be part of
an old Chinese cart.

This bike could be made into a
Chinese "pedicab".

SCENE TWO

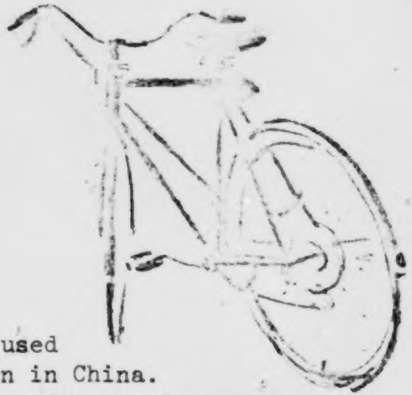


(1) Means of transportation--running
(2) Means of sport--track star
(3) Means of satisfying physical needs--exercise

This is a track runner--he has initials of a school on his shirt--the letters are not "Chinese Charactures".

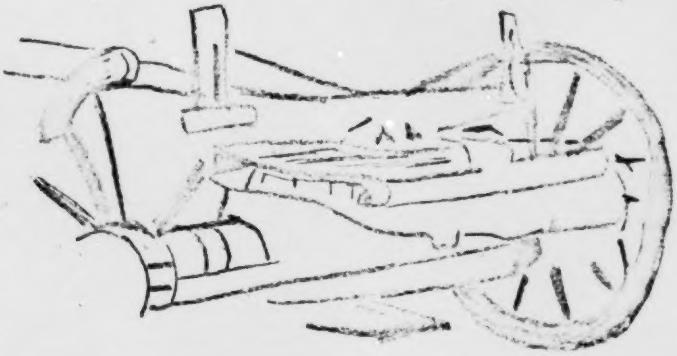
FRAME 6

SCENE THREE



This bike is used
by businessmen in China.
This bike is used by businessmen
in the United States.
This bike has wheels--all bikes have wheels--both the Chinese
and United States Cultures have used the wheel in transportation.

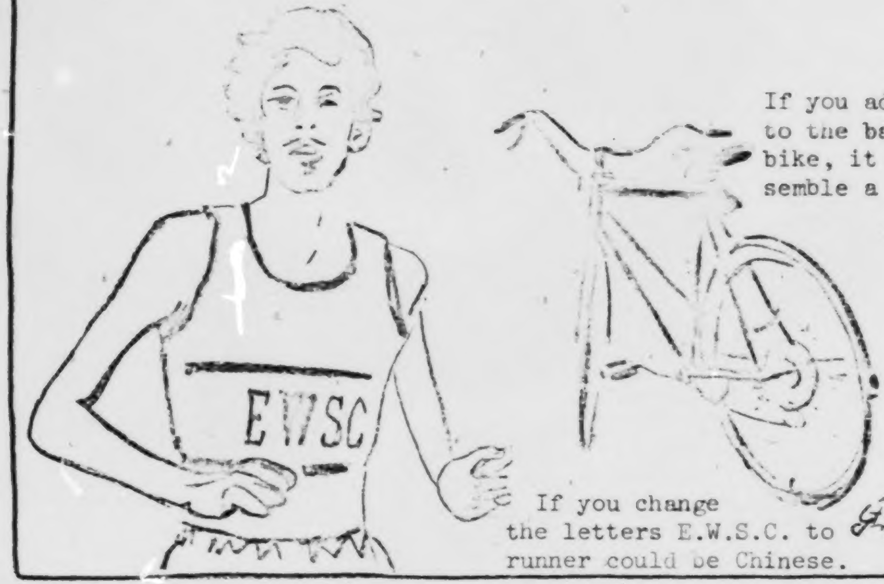
SCENE FOUR



This wagon was used by the Dutch in their move across the restored soils of the Netherlands and hauled many pairs of golden ice skates for the aunt of Han Brinker. It was sold to the Italians in the next century and carried the paintings of Michael Angelo across the flooding streets of Rome, Italy.

FRAME H

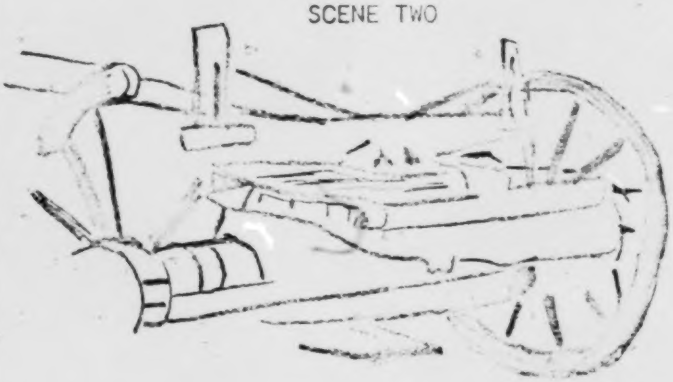
SCENE ONE



If you add a carriage to the back of this bike, it would resemble a "pedicab".

If you change the letters E.W.S.C. to [illegible] this runner could be Chinese.

SCENE TWO



If you made this into a wagon train, it would be like the means of transportation used in the settling of the West

I did not include the runner because track isn't a common means of transportation.

I did not include the bicycle because it was not invented by an American.

FRAME I

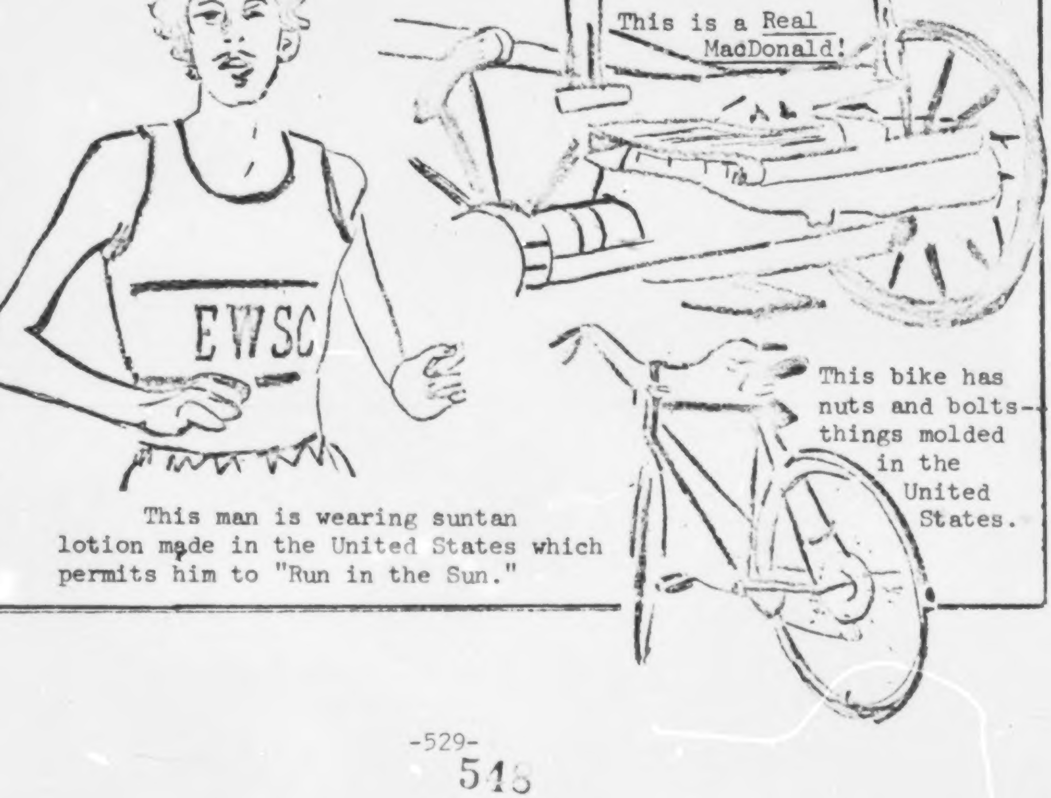
SCENE ONE: Chinese Culture

The man is a runner for the United States Olympic Team--he is not Chinese. He is wearing cotton shorts made in the United States. He is wearing contact lens sold to him by an American eye doctor that has never traveled in the People's Republic of China.

The bike was invented by the French. The Chinese rice farmer is not rich enough to afford a bike--"How do you ride a bike through a flooded rice paddi?" The import tax on the bike is far too expensive for the common means of transportation.

The broken-down wagon belonged to the late cousins of Captain Oregoona--a general sold it to him before the battle of Muddy water.

SCENE TWO: United States Culture



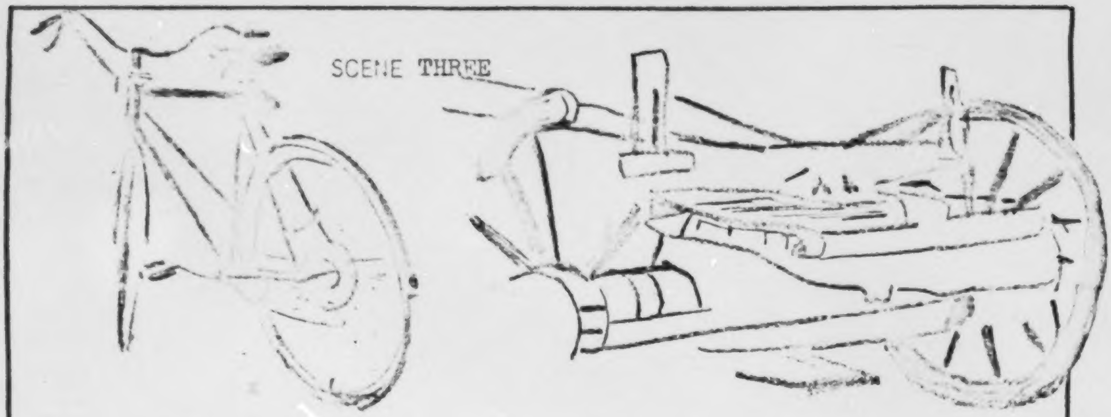
This is a Real MacDonald!

This bike has nuts and bolts--things molded in the United States.

This man is wearing suntan lotion made in the United States which permits him to "Run in the Sun."

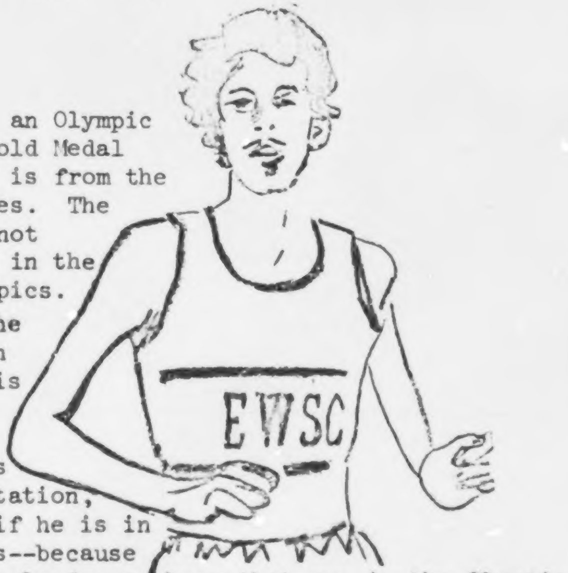
FRAME J

SCENE THREE



WHEELS WERE USED BY THE CHINESE PEOPLE MANY THOUSANDS OF YEARS BEFORE THE UNITED STATES CULTURE WAS CREATED. However, once the people of the United States Culture found use for the rubber wheel, the wagon wheels (which were wooden) were no longer used--the wagon was deserted. The bicycle became a popular sport activity, and the American relations with rubber-exporting countries became very delicate.

SCENE FOUR



This man is an Olympic Champion--Gold Medal Winner. He is from the United States. The Chinese do not participate in the Summer Olympics. The reason he was drawn in this scene is because he is not a common means of transportation, especially if he is in the Olympics--because how many people do you know that run in the Olympics?

INSTRUCTIONS: LOOK AT FRAME G,H,I,J.

STEP ONE: Describe what you see in frame G,H,I,J. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

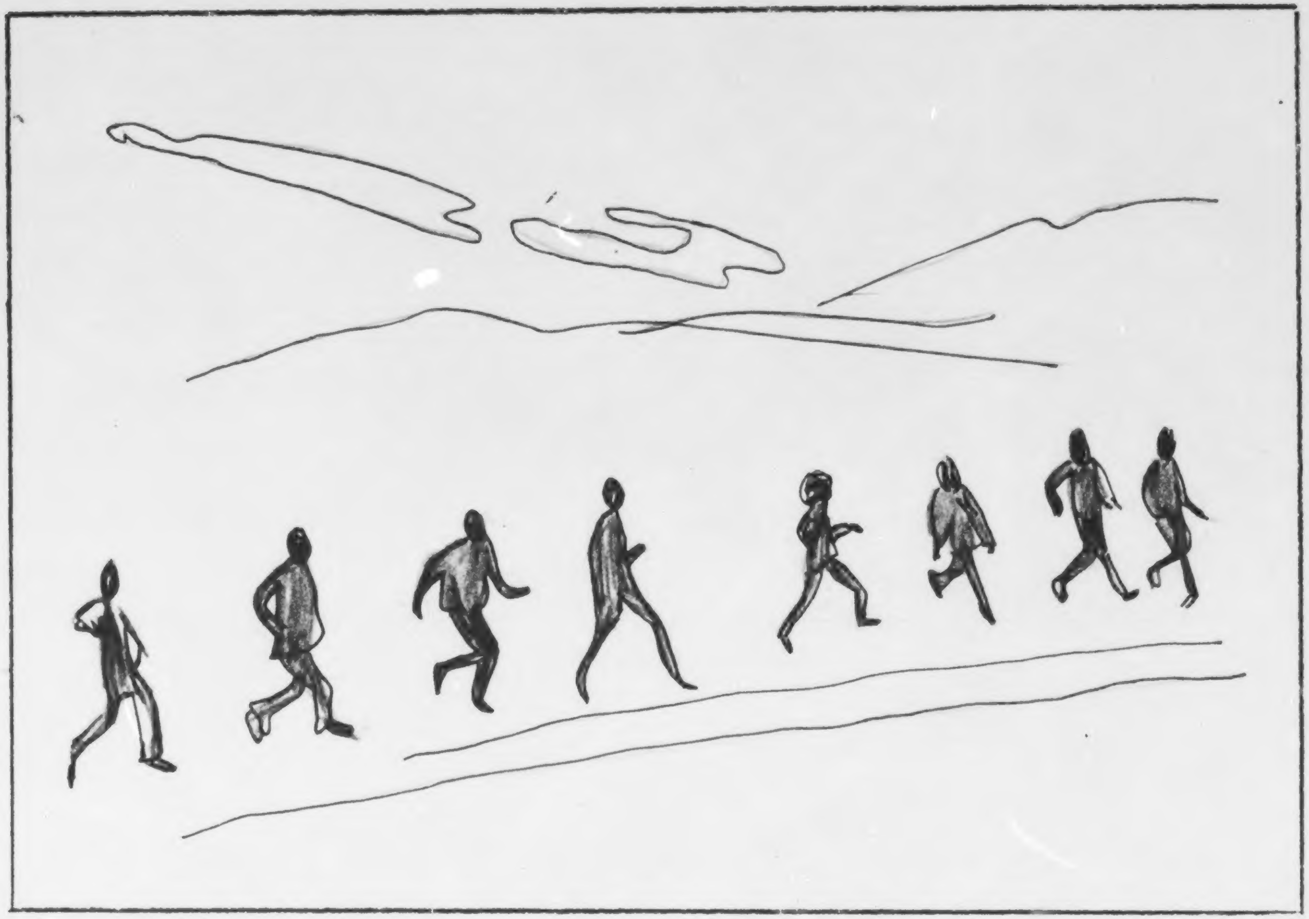
STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

BEFORE YOU START WORKING ON PART THREE

BE SURE THAT:

1. You understand the directions completely.
2. You understand the examples presented.
3. You understand the categories under which you will be defining your frames.

ARE YOU READY TO BEGIN? IF SO, TURN THE PAGE AND START WORKING.



FRAME #1

INSTRUCTIONS: LOOK AT FRAME #1.

STEP ONE: Describe what you see in frame #1. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

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(3) A combination of the Chinese and United States Cultures

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STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #1

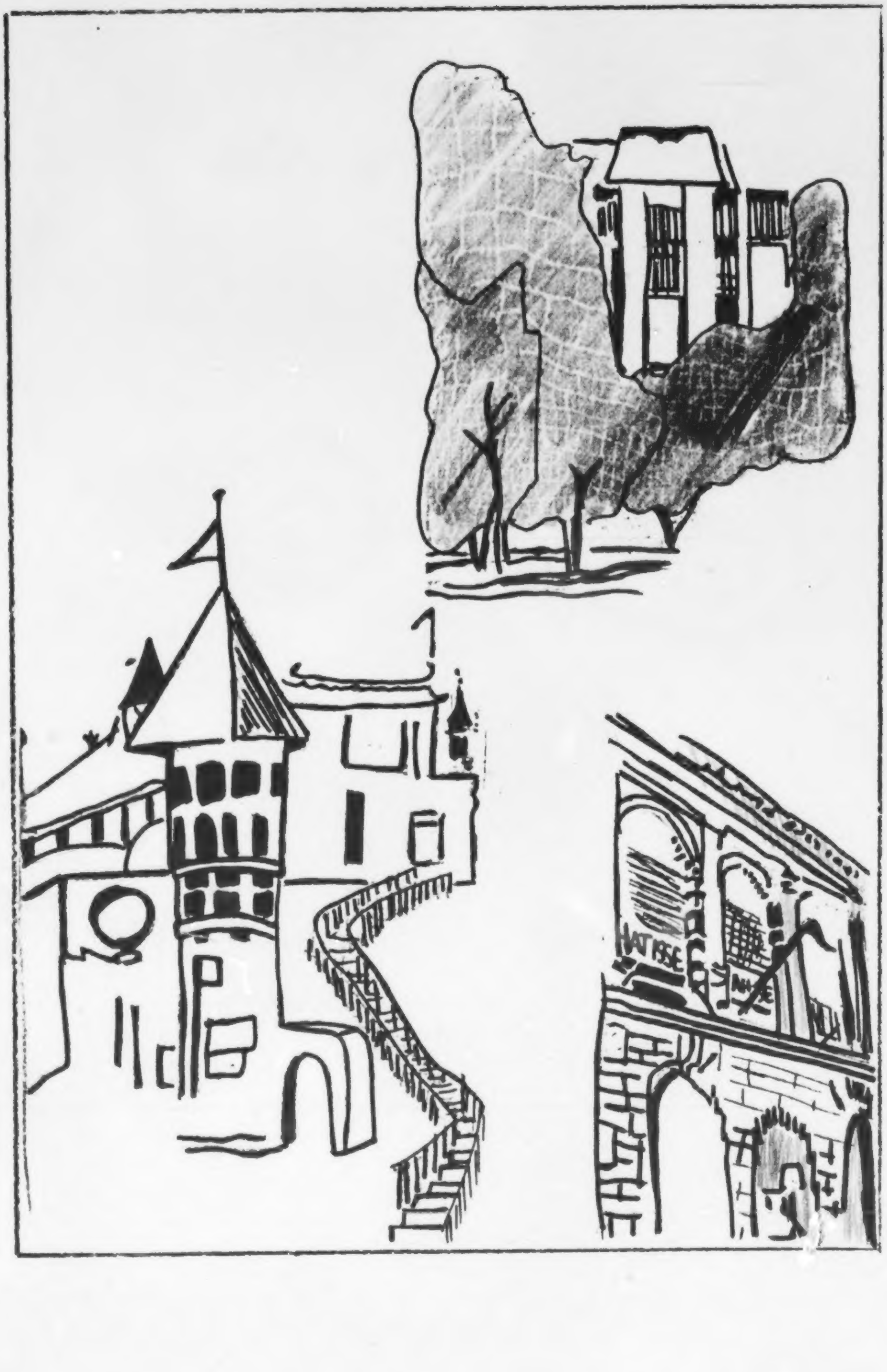
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #1

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE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FRAME #2

INSTRUCTIONS: LOOK AT FRAME #2.

STEP ONE: Describe what you see in frame #2. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

CONTINUED ON
FICHE 7

FRAME #2

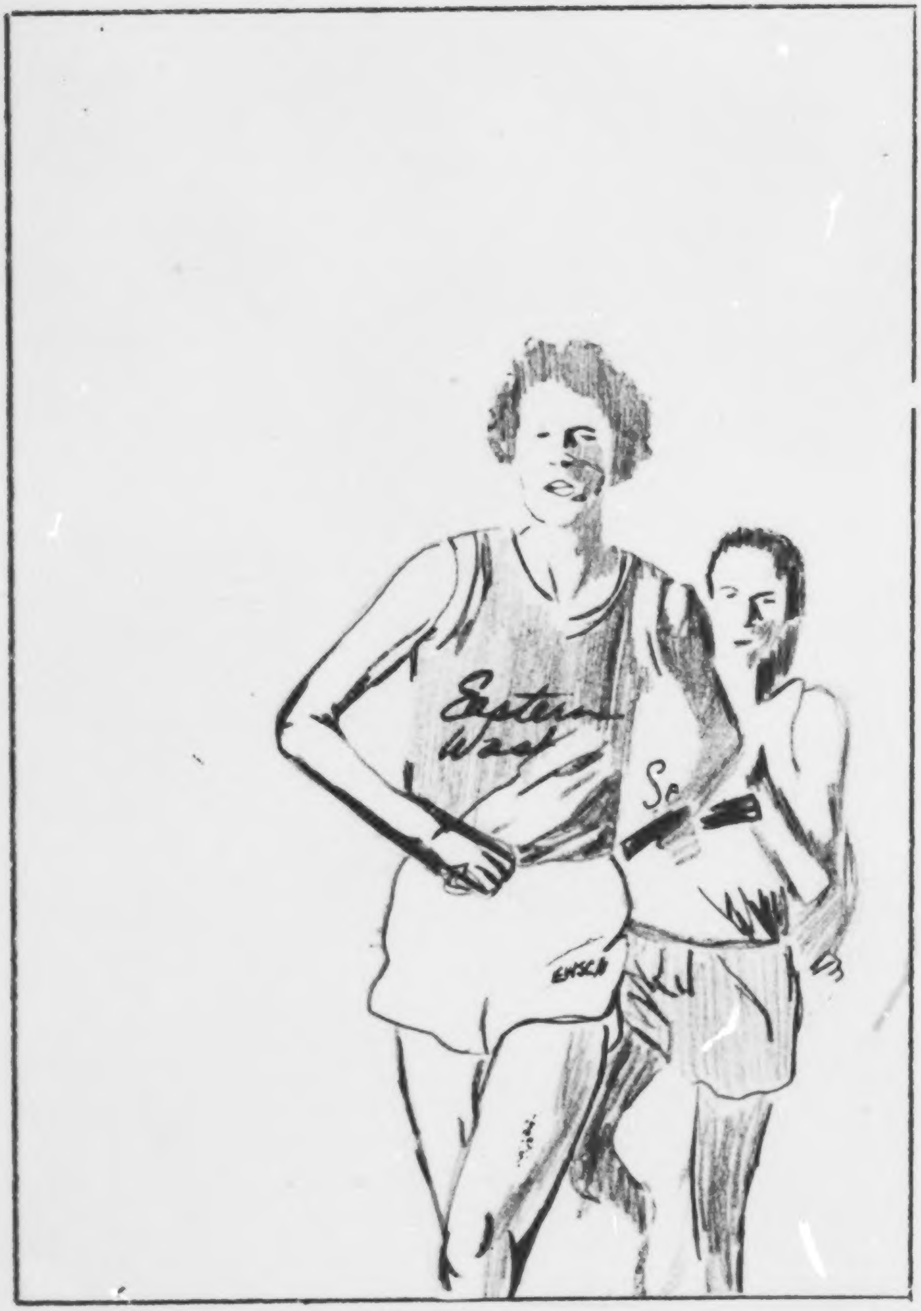
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #2

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE


Eastern
Wash
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EWSC

FRAME #3

INSTRUCTIONS: LOOK AT FRAME #3.

STEP ONE: Describe what you see in frame #3. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #3

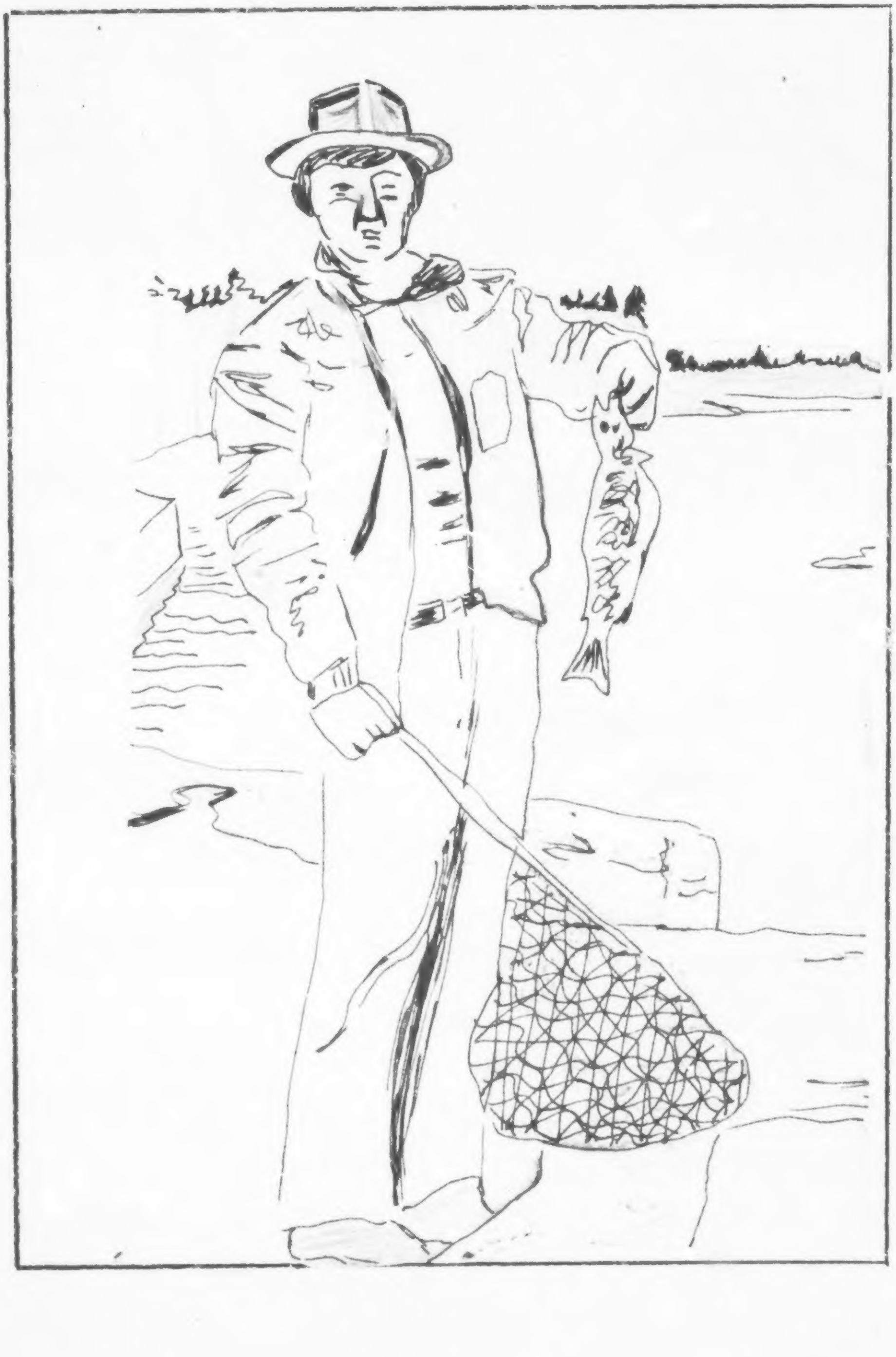
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #3

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



FRAME #4

INSTRUCTIONS: LOOK AT FRAME #4.

STEP ONE: Describe what you see in frame #4. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #4

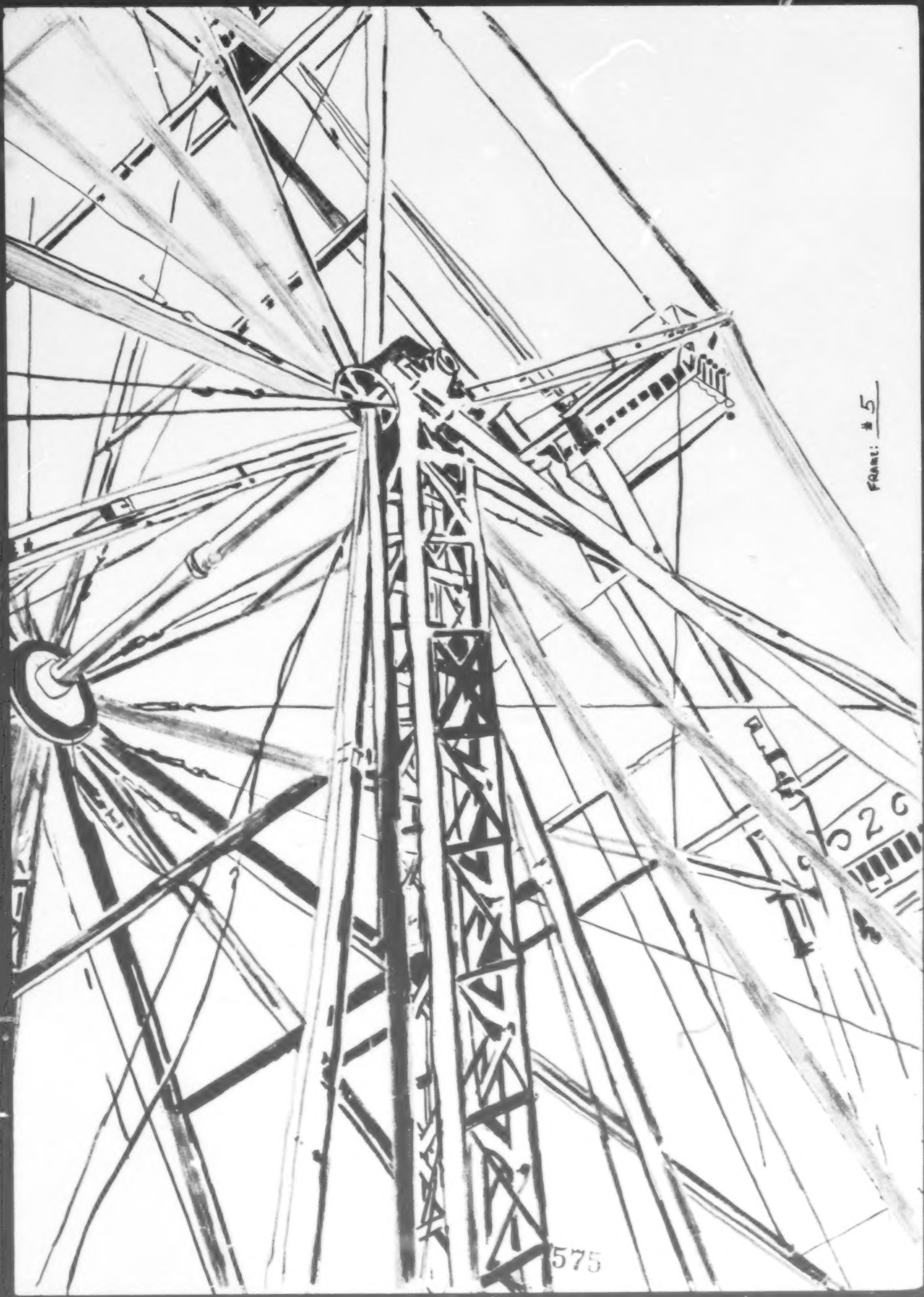
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #4

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



FRAME: #5

INSTRUCTIONS: LOOK AT FRAME #5.

STEP ONE: Describe what you see in frame #5. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #5

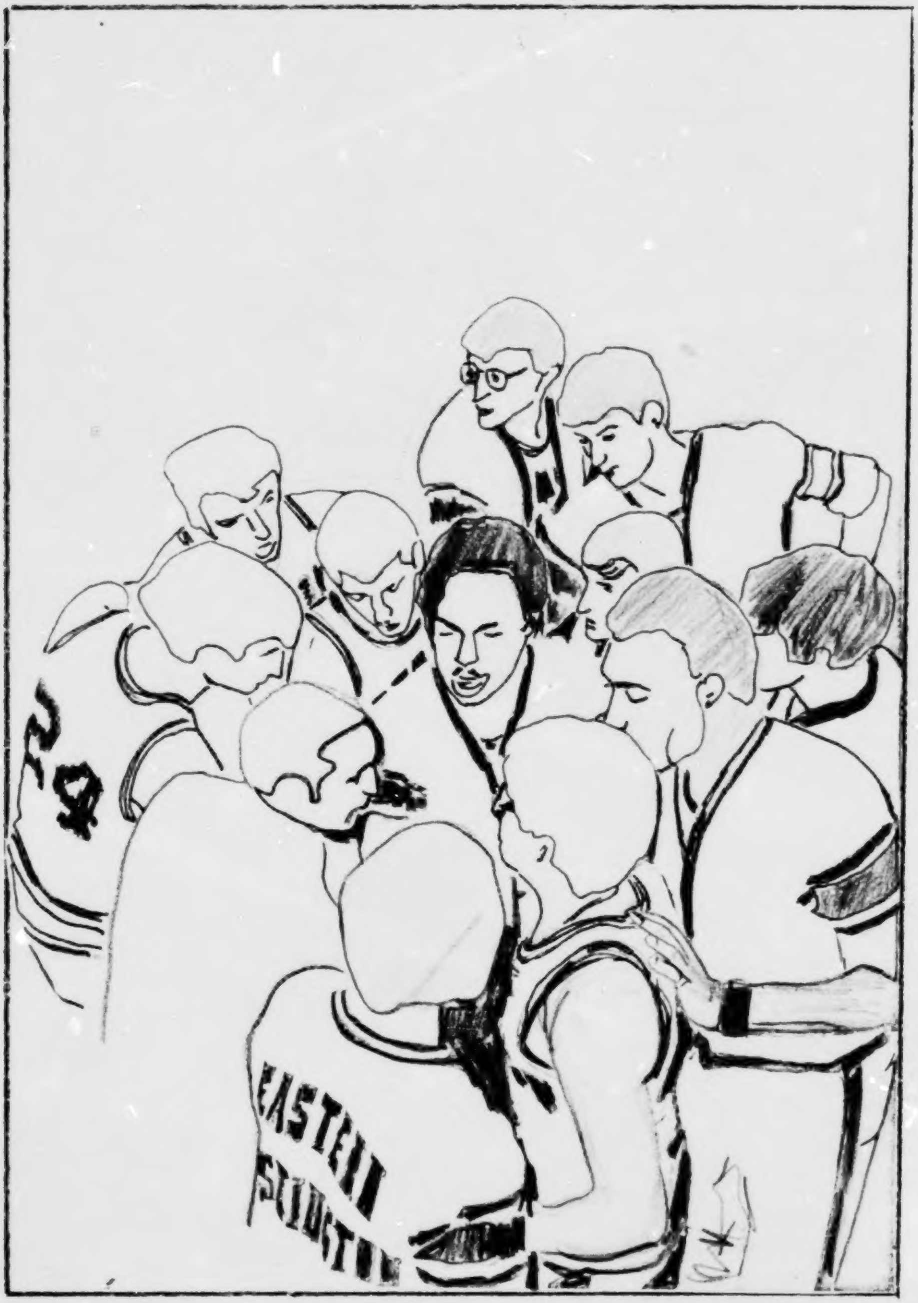
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #5

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE


24
EASTERN
STOCKTON

FRAME #6

INSTRUCTIONS: LOOK AT FRAME #6.

STEP ONE: Describe what you see in frame #6. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #6

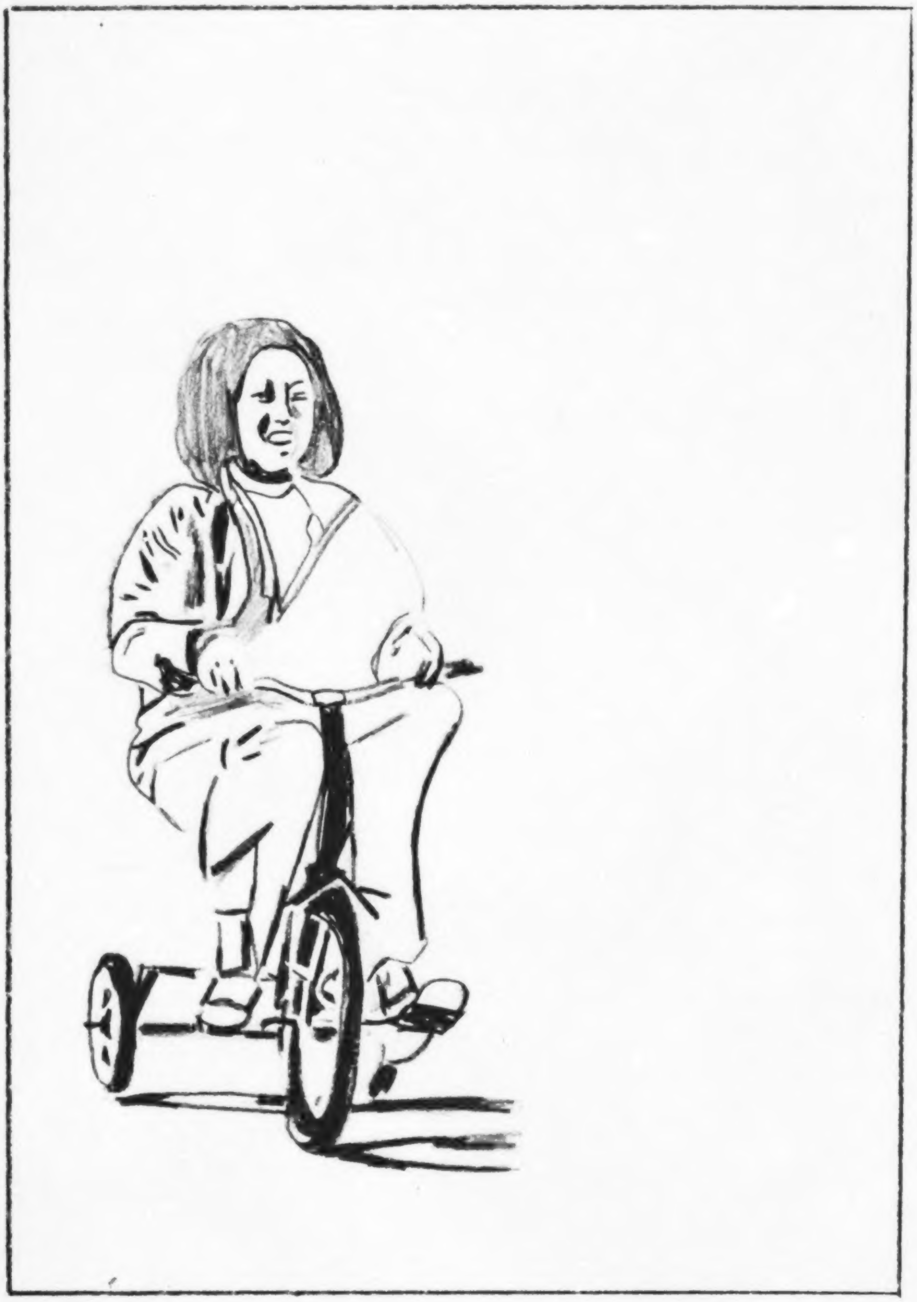
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #6

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



FRAME #7

INSTRUCTIONS: LOOK AT FRAME #7.

STEP ONE: Describe what you see in frame #7. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #7

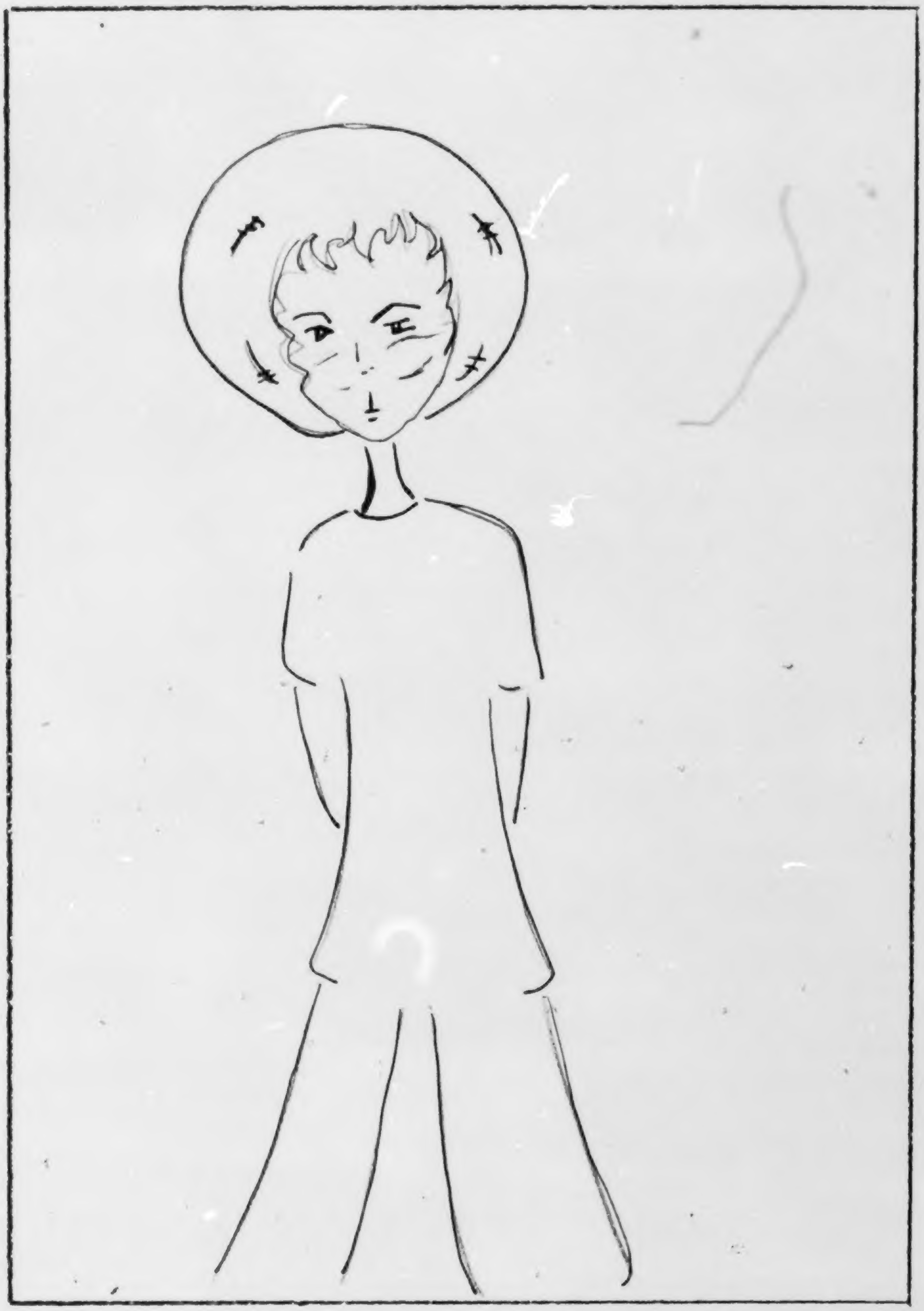
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #7

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



FRAME # 8

INSTRUCTIONS: LOOK AT FRAME #8.

STEP ONE: Describe what you see in frame ________. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #8

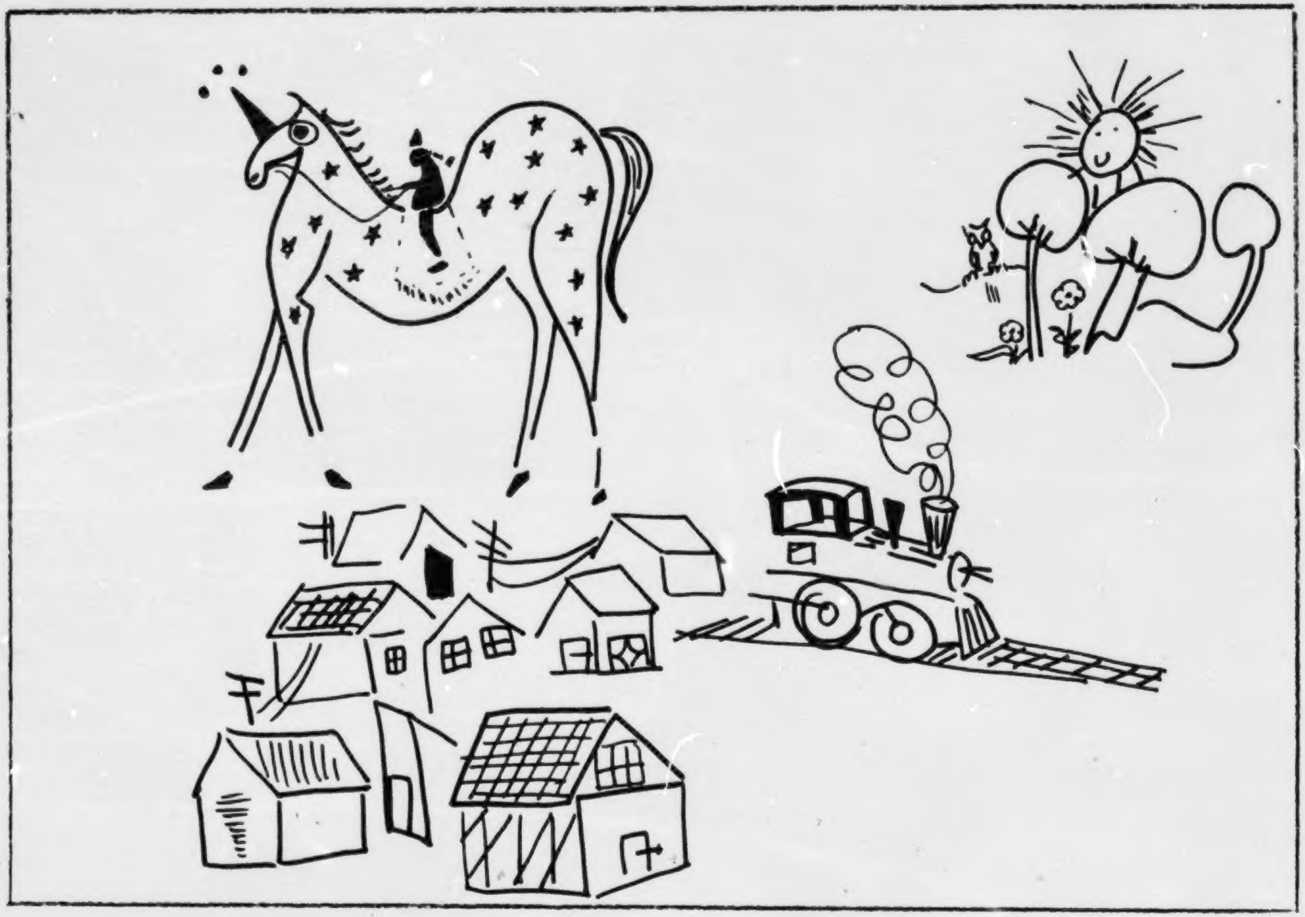
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #8

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



FRAME #9

INSTRUCTIONS: LOOK AT FRAME #9.

STEP ONE: Describe what you see in frame #9. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #9

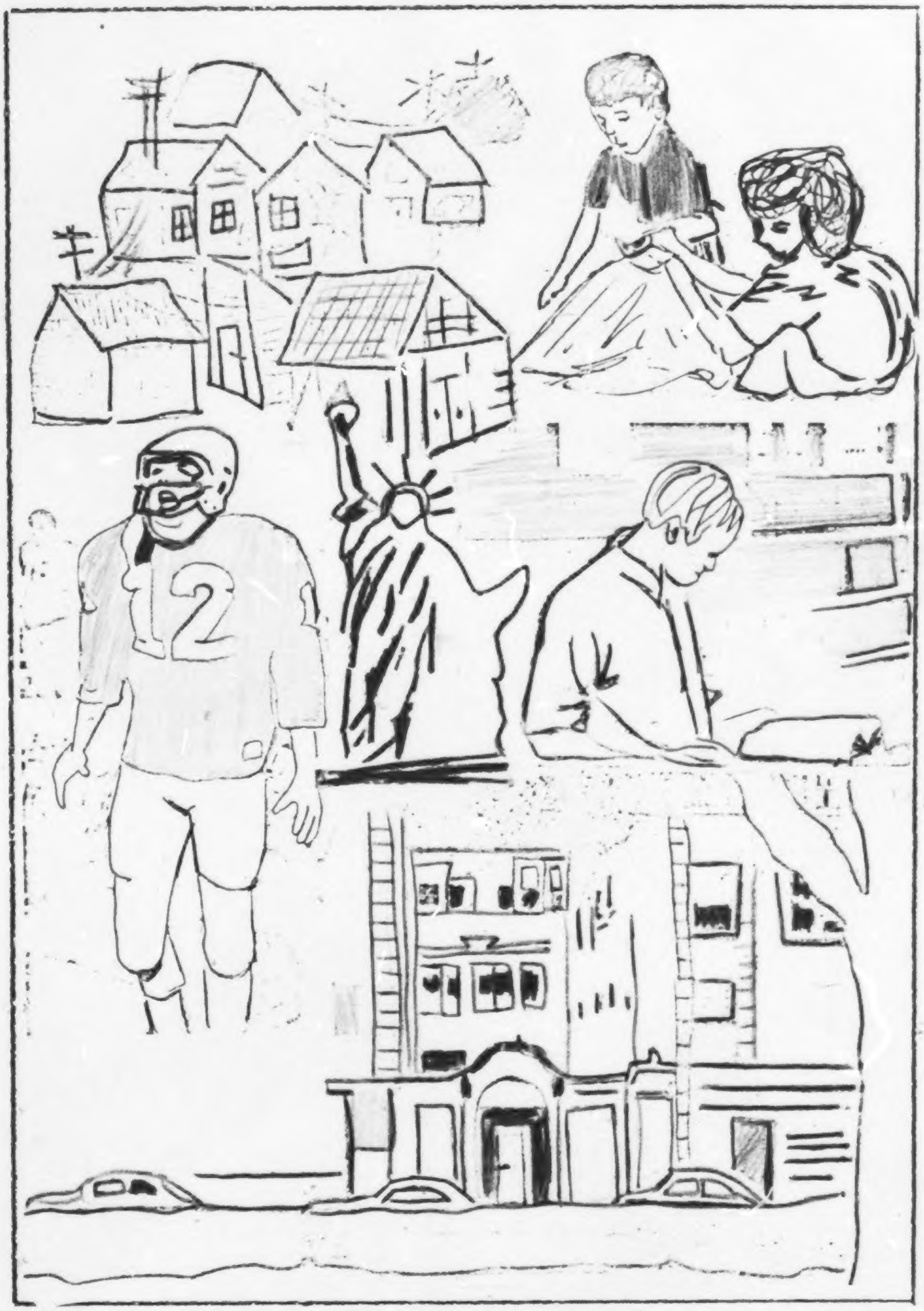
SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #9

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE



FRAME #10

INSTRUCTIONS: LOOK AT FRAME #10.

STEP ONE: Describe what you see in frame #10. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME #10

SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME #10

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE

POST-TEST

This Post-Test will be a slide-classification exercise. You will use the categories provided on the following pages in distinguishing the characteristics presented in the slides. You will not know the source of the slides. You will be able to apply the knowledge you have gained from the study of the Chinese Civilization in classifying your slides.

This Post-Test may be taken individually, in groups, or in class.

READY TO BEGIN? ASK YOUR TEACHER OR YOUR RESOURCE CENTER SUPERVISOR TO PREPARE THE SLIDES. TURN TO THE NEXT PAGE FOR THE CATEGORY-OBSERVATION SHEETS.

INSTRUCTIONS: LOOK AT FRAME ______.

STEP ONE: Describe what you see in frame ________. Write your description in the space provided below. (If you need additional space, write your description on a separate piece of paper and attach to this packet).

STEP TWO: Look at the frame again. Look very closely at those characteristics in the scene which distinquish cultures. List those characteristics in the scene that will relate to one or more of the following categories. List your observations under the appropriate headings: Chinese Culture; United States Culture; Either Chinese or United States Cultures; Neither Chinese or United States Cultures.

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STEP TWO, CONTINUED:

(1) Chinese Culture	(2) United States Culture	(3) Either U.S. or Chinese	(4) Neither U.S. or Chinese

STEP THREE: Draw something in the frame that will make the scene--

(1) Completely characteristic of the Chinese Culture

(2) Completely characteristic of the United States Culture

(3) A combination of the Chinese and United States Cultures

(4) Characteristic of neither the Chinese Culture or the United States Culture

STEP FOUR: Make up a story, poem, song, or something else to show your creativity. (Perhaps you would like to write a play or direct a play in class. Classmates may wish to join you in such an activity). You're the boss.

FRAME _____

SCENE ONE: Chinese Culture

SCENE TWO: United States Culture

FRAME _____

SCENE THREE: A COMBINATION OF THE CHINESE AND UNITED STATES CULTURES

SCENE FOUR: CHARACTERISTIC OF NEITHER THE CHINESE CULTURE OR THE UNITED STATES CULTURE

WHAT I DO WHEN I AM FINISHED WITH MY LEARNING PACKET

(CREATIVE PROJECTS)

It is suggested that you write a letter to the President of the United States expressing your awareness of the Peoples' Republic of China and the development of the Chinese Civilization.

You may wish to make a collage representing the concepts you have learned during this unit study.

You may wish to make penpal letters for students in China.

You may wish to write to your United Nations representative expressing your awareness of China.

You may wish to invent many other creative projects dealing with the subject of China.

GOOD LUCK!

THE WHITE HOUSE
WASHINGTON

May 8, 1972

Dear Girls and Boys:

It was good to learn that your teacher encouraged you to study and learn about my trip to the People's Republic of China.

I was particularly pleased to see your letters, and I want to take this opportunity to commend your concern for our nation and your interest in understanding the customs of other nations. This is an important step toward building a better world. Keep up the good work!

With my best wishes for the years ahead,

Sincerely,

Richard Nixon

Pupils of Miss Cowen's Fourth
Grade Class
c/o Dr. Bruce Mitchell
Education Department
Eastern Washington State College
Cheney, Washington 99004

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RECEIVED
[illegible] 1972
PRODUCT DEVELOPMENT

SUMMARY REPORT
FOR VALIDATION OF MATERIALS FIELD TESTED
PROJECT:
SOMETHING ABOUT CHINA

A large part of the input material included in this packet was field tested in the Eastern Washington State College Campus Elementary School, Cheney, Washington. During a seven week period, Mrs. Louise Leggett's fourth grade class utilized the learning concepts by means of the modified Taba processes. In developing intellectual, affective and psychomotor skills, the students successfully attained behavioral objectives designed in the achieving of a long range goal: to develop an understanding and toleranace of cultural relativism in relation to the People's Republic of China by recognizing similarities and differences which exist between the cultures of the United States of America and China. In achieving this goal, the students were introduced to, and dealt with, the concepts of four basic cultural components: (1) economic structures, (2) social organization, (3) religious systems, and (4) political organization.

The learning concepts, in achieving the long range goals, emphasized the structural and functional aspects of the Chinese Civilization as a unique yet adoptive unit in the development of mankind, concentrating on the aforementioned basic cultural experiences of Pre-Modern China (Pre-Han and Imperial China) and Modern China (Revolutionary, Nationalistic, and Communist China).

In the field testing, the students were first introduced to the social studies unit through the study of maps, and the introduction to river systems, land formations and climatic regions of the world. The students were encouraged to compare the general physical and climatic features of the world's land masses. Later, the students compared the specific geographical formations and climatic regions of the People's Republic of China with those of the United States of America.

The study of geographical and political divisions of the People's Republic of China and the United States followed. Recognizing the importance of rivers in the development of cultures, the students were able to hypothesize past, present, and future uses and potentials of river systems and development in the People's Republic of China and in the United States. Enthusiastic and perceptive in hypothesizing the potentials of river development, the students hypothesized the effects of climatic change, ecological development, and economic growth within a culture.

The additional lessons dealing with the concepts of cultural components were included in the field testing. Ninety per cent of the students were able to successfully attain the behavioral objectives during regular class periods. Because many students learn at different speeds, and learn in many different ways, we have included the individual learning packets for use in this unit study.

Through use of the individual learning packets, the students may be exposed to further study of the key ideas introduced in daily lessons. If students find difficulty in attainment of the behavioral objectives, or in the completion of their daily activities, additional resource time and help can be provided by means of these learning packets. Enabling the student, or a small group of students, to learn the original or additional concepts related to the unit studies, the student works at his own pace. Therefore, the student not only knows what he is expected to learn, and knows how well he has demonstrated his learning of new concepts, but demonstrates his learning by explaining, listing, demonstrating, proving, and evaluating new concepts at the completion of the individual learning packet, and later at the completion of the unit as a whole.

Although the individual learning packets included in this packet were not implemented in the initial field testing, the teacher utilizing this unit packet will find them useful in not only helping the slower learners and promoting further study guidelines for higher achievers, but as an additional menas by which to measure and evaluate student progress in achievement of the long range goals.

In addition to the utilization of the individual learning packets, the teacher may implement the use of the Playhouse Reviews and short stories included in this unit packet, as a menas of encouraging further individual study through creative projects.

Throughout the study, the students were encouraged to participate in as much of the class discussion as class time and resource time permitted. If the students had difficulty in attainment of the objectives, or in completion of daily activities, resource time was made available to them, thus allowing students to obtain additional help from the teacher.

When the students were able to successfully attain the instructional objectives, the teacher assumed that they had attained a satisfactory understanding of the concepts introduced in each daily lesson. Homework and creative projects helped in the promotion of further study in vocabulary, key ideas, and thought questions. Helping the student realize and utilize his awareness of the People's Republice of China culture, the various class activities and projects included an assignment in which each student wrote to U.S. President Richard Nixon. Of interest, some of the students' letters read:

> Dear Mr Nixon
>
> I hope you had a good time in China. Did you eat with chop sticks? One of these days I hope I meet you.
>
> Love Billy.

Dear PRESIDENT NIXON

How are you in Washington D.C.? I'M fine here in cheney. In School we are learning about CHINA In our studies of CHINA We have learned about the farmers and Lords of CHINA WE Also did some roll play and heard Chinies stories and how was your trip to CHINA?

Also we are learning about EXPO 74 I had an idea that they could leave some train track and put an old fashiond train engine on the train tracks for a monument and so children can play on it.

What do you think about that I live in cheney, washington state. I go to CAMPS school Cheney Washington (state) My addres is (225 nolan brown place Cheney Washington 99004) just incase you need it

You probably dont no me but I now you qite well. I know quite abit about You. Cheney is the largest closest town to Spokan Washington

I was born in PROMO UTAH at UTAH VALLEY HOSPITAL I whant to get to now you real well (write back soon)

Sincereily

Elmer J. JR.
XOXOXOXOXOXOXOXOXO

P.S. (WRITE SOON)

Dear President Nixon

I hope you win this year, because I think that if somebody else becomes president the war will never be stopped and we might not get peace with China.

I just recently read a few letters to you, from a book called: DERE MR. NIXON and I thought they were very funny and good.

(No signature)

Dear President NIsxon

How was your trip to China? I hope you get elected next year. This letter is for S.S. at school. We've been studying China of what I've learned is interesting.

Shirely

P.S. Do you think that you were luck to swap must ox for a panda bear

Dear president Nixon

How are you. I am fine. Florida is my favirate State. We are studing china in class. I hope you liked your trip. was it fun?

Sincerely Doug. P.S. Write Soon.

Dear President Nixon,

We are studying China in school our teacher is called Miss Cowen. She taught us how to eat with chpsticks, we had a Chinese meal at school one day and we ate with chopsticks. Did you enjoy your trip to China? Did you eat with chopsticks while you were there?

While we were studying China we learned all about the Comunists and comunism. We also learned about the peasant and gentry classes, food of China and clothing of China. I would like it very much if you answered my letter.

Sincerly, Leslie.

Dear Mr. President,

I hope you win We are learning about china and different things in it

Sincerely Yous,
Greg.

Dear mr. president

I hope you had a good time in peking. we have been studying china. I am 10 years old and I have 1 brother and my mom and Dad and 1 Dog. We are talking about Deltas, tribytarys there food, heodro-electricity, outer china, irrigation.

Rick.

Dear Presedent Nixon,

We are studying China. We learned how it became a communist country. Our teachers name is Miss Cowen she lived in China for two years. She taught us how to use chopstiks and we had a Chinese meal

Why don't you stop the bombing in North Vietnam? I'd like it very much if you'd answer our letters

Sincerely Tracy.

Dear presedent Nixon,

My social studies class hass been studing china. We have made a folder on what we studied We studied on the dreses, their food, their climate, the rivers in china and irrigation. I liked studing the food the best because we learned how to use chop sticks and we ate real chineis food with them

from Nancy.

Dear Mr. President,

I hope you had a good time in China. We were studying China. I can't think of much to say.

Sincerely, Susan.

Dear mr. president,

I hope you win the primery. Wer you scared when you whent to peeking.

Sincerey Greg.

Dear president:

How was your trip. It must have been neat. But some of those foods sound horibbile.

Doug.

Dear presedent Nixon,

My name is Roby my adress is Rt 3 box 12A #80 cheney wash 99004. I live in the traiter park ot of touun by the farmers and merchents bank not the one going from across. We are studing about china and expo 74 when you come to expo will you come to our school we went on a feild trip to the site.

Roby.

Dar President Nixon,

I hope you get renominated for president. I watched you and your wife on T.V. when you were at China. We learned about China and there culture and things like that. We had a trip to expo site in spokane and learned about it.

Sincerely, Lori -- P.S. Write back to our class. (I like you).

Dear President Nixon,

I hope you win the election this year because I think you are doing a good job as a president. I hope that the wars staop and we can have peace with China.

I just read a book called Dere Mr. President, I thought it was a very good book. I hope you will write back to me.

From Nigel
104 Walker Drive

Dear Mr. Presedint

I watched you on TV when you were in China. I have had a class in school about China. I have learned a lot of things I did not know. I am coming to Washington D.C. and I hope I will see you witch I doubt. I live a 114 3rd St. Cheney Wash 99004 I am 10 years old and I 54" tall.

Your Friend, Martin R.

Dear President Nixon

We are studying China. Miss. Cowen is our teacher. She taught

Write back.

(No signature)

Dear President Nixon,

We are studying China. Miss Cowen is our teacher. She taught us how to eat with chop sticks. Did you like Peking? I saw the ballet on T.V. Did you like it? I also saw the Gymnastics. I thought it was nice did you? I bet it was quite a experions for you to learn how to eat with chop sticks.

We are slso studying Expo "74". We went to the sight. I am a member of the Spokane Figure Skating Club.

(No signature)

Dear Mr. President

WE are in the study of China. How was your trip to china? How old are you? I liked our study on China. I don't want expo to come!!! because There will be much more polloution!

March 31 is my birthday. my whole family does not want expo to come. please stop expo!!!!!!!!!! Sincerely, Dale. 414 3rd Street.

Dear President Nixon,

We're Studying China. In the paper I found 40 articales on you in china. How's the weather there? It's meserable here in cheney. Their are a few boys in this class who were going to say: Dear snoopy, better stop snooping. But I told them they'd better not.

Sighed
JON

Dear Mr. President

How was your trip to China? I think it would be exiciting. We are studying China. About a week ago we ate a Chinese lunch. I am in the fourth grade.

Sincerely
Susan

Dear Mr. Pesident

How did you China go? I watched all the news reports on your trip. We have just been studying about China and I have learned quite a lot of things. Did you really carry a limousine of your airplanes?

(No signature)

Dear Mr. Nixon,

I don't have anything to say to you except we are studying China. I hope you had a good time in China.

Sincerely,
Lynne